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IDENTIFIERS	Bureau of Indian Affairs; *Bureau of Indian Affairs Schools

ABSTRACT

These highlights and recommendations from the 1992 National Training Institute and Spring Issues Conference are the result of a consensus building activity that took place on the final afternoon of the conference. Conference participants used an Instantaneous Response Interactive System to enter their responses to questions. Responses were instantly tallied and projected on a large screen in the room. This report contains printed information that participants saw on the screen and related bar graphs. Demographic information shows that the majority of participants were American Indian school board members from small Bureau of Indian Affairs (BIA) schools. Evaluation data shows strong support for the format and quality of the conference. A survey concerning the central office of BIA Office of Indian Education Programs reveals a perceived lack of a clear mission and poor communication and responsiveness to constituents. Items for action on the local agenda supported by participants include: (1) establishing action teams and committees of parents, community, tribal council, and staff to address issues and policy; (2) implementing a culturally relevant curriculum that promotes self-esteem; (3) improving transportation; (4) improving communication and involvement among all school stakeholders; and (5) measuring student outcomes. Items for action at the national level are similar in nature but also address certification of Indian teachers, telecommunications systems, and funding. Includes many pictures of conference activities. (KS)

ED 363 464

Strengthening Partnerships for Children:

THE CIRCLE NEVER ENDS

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Conference Highlights and Recommendations

March 1992
NATIONAL TRAINING INSTITUTE
AND
SPRING ISSUES CONFERENCE

DENVER, COLORADO

RC 019066

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INTRODUCTION

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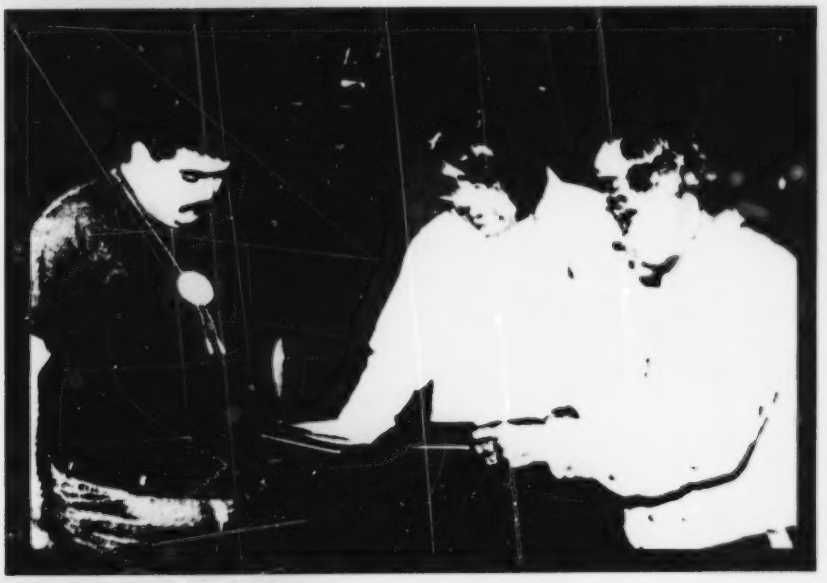

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Introduction

The 1992 National Training Institute and Spring Issues Conference was co-hosted by the National Indian School Board Association (NISBA) and the Association of Community Tribal Schools (ACTS) and was a tremendous success. This conference was done under contract with the Bureau of Indian Affairs Office of Indian Education Programs (OIEP).

The theme, "Strengthening Partnerships for Children: The Circle Never Ends," is indicative of the continuous need to involve all "stakeholders" in the education process of our young people: parents, teachers, school boards, administrators, tribal leadership, federal agencies, Congress etc. This year's conference was a "working conference", one in which there was ample opportunity to be involved in an action-planning process which resulted in reaching consensus about national issues as well as what needs to be done locally in each of our communities.

The three major objectives for the conference this year were:

- To acquire knowledge and skills to assist us in our roles as school board members and educators;
- To practice the application of this knowledge and skills; and
- To develop plans for the recommended actions.

To meet these objectives, there were five sets of Learning Circles: four of these sets emphasized the three major objectives listed above. Therefore, there was an opportunity for each participant to attend four of the nine topics. The other set of Learning Circles gave several schools and communities an opportunity to "showcase" their exemplary and unique programs and practices already in place.

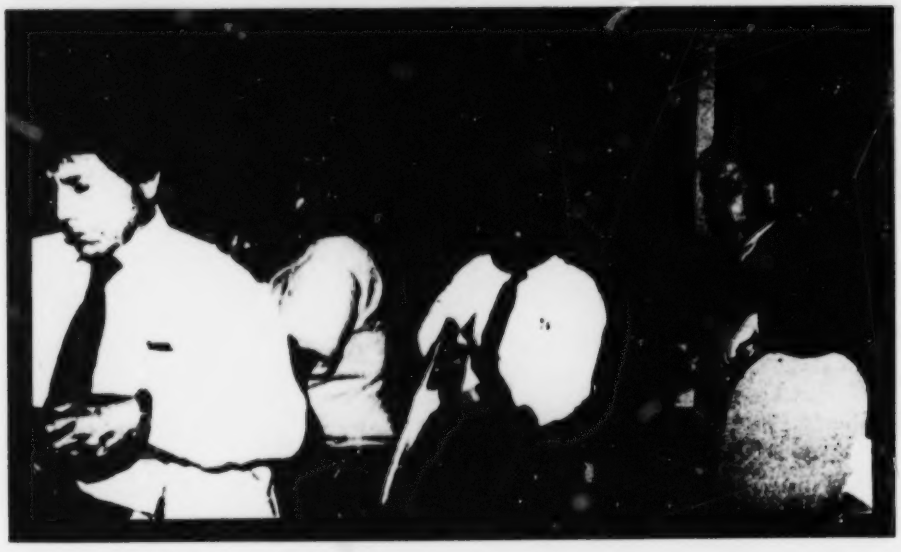
There were also "Reflections" sessions, which gave participants an opportunity to discuss the implications and/or application of what they learned in the Learning Circles to the development of local and national agendas. The "Circling for Action" sessions were used to develop ideas, strategies and plans. A final consensus-building took place on the final afternoon of the conference. During, the final hour of the conference, a wrap-up speech and a panel discussion with audience participation, was filmed by the Close-Up Foundation and aired on C-Span. This document, "Conference Highlights and Recommendations," contains the results of the final consensus-building. The results were obtained by having conference participants use IRIS, an Instantaneous Response Interactive System. Each participant had his/her own handset; and upon entering their answers, responses were instantly tallied and made available for all to see on a large screen in the room. This report contains the printed information which participants saw on the screen.

This document, along with the video tape of the conference, *Setting the Agenda for American Indian Education* provide an excellent and comprehensive overview of the recommendations developed by the group, including action items to be addressed by local communities and at a national level.

This document is divided into the following sections:

- Demographic Information
- Evaluation Information
- Central Office Survey
- Local Agenda Items for Action
- National Agenda Items for Action
- Conclusions and Recommendations

Pictures of conference activities are contained throughout the book.



DEMOGRAPHIC INFORMATION

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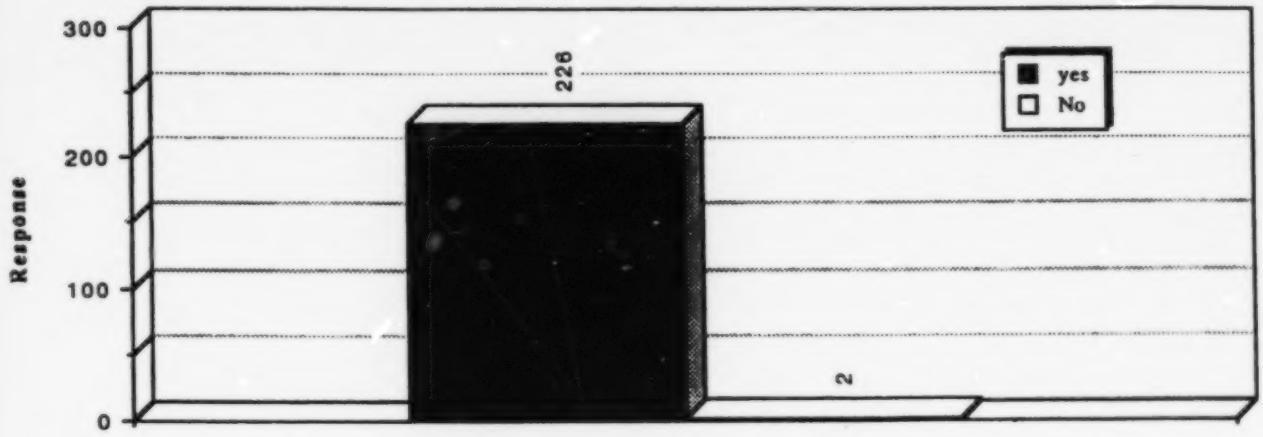
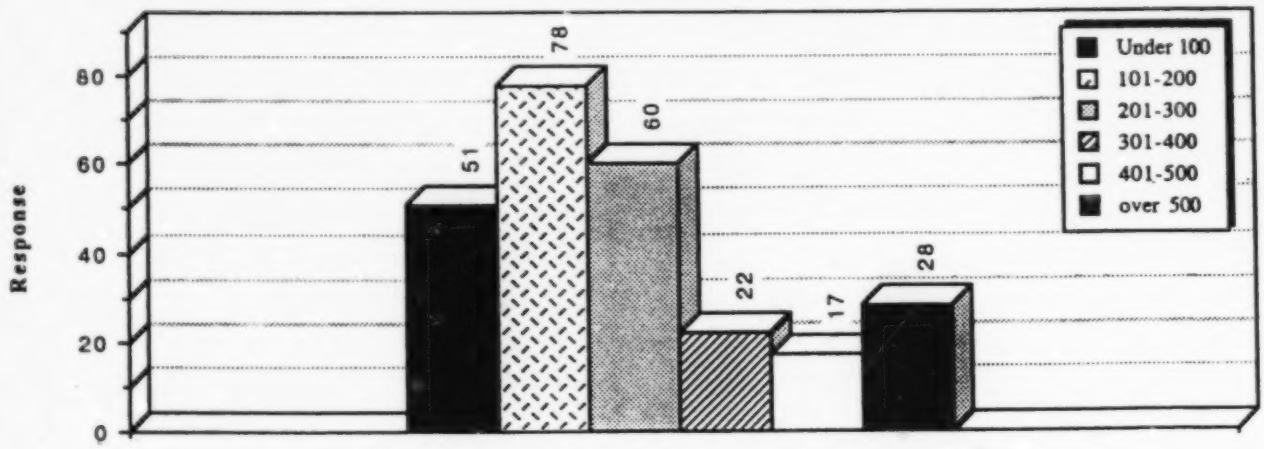
We are all here for children



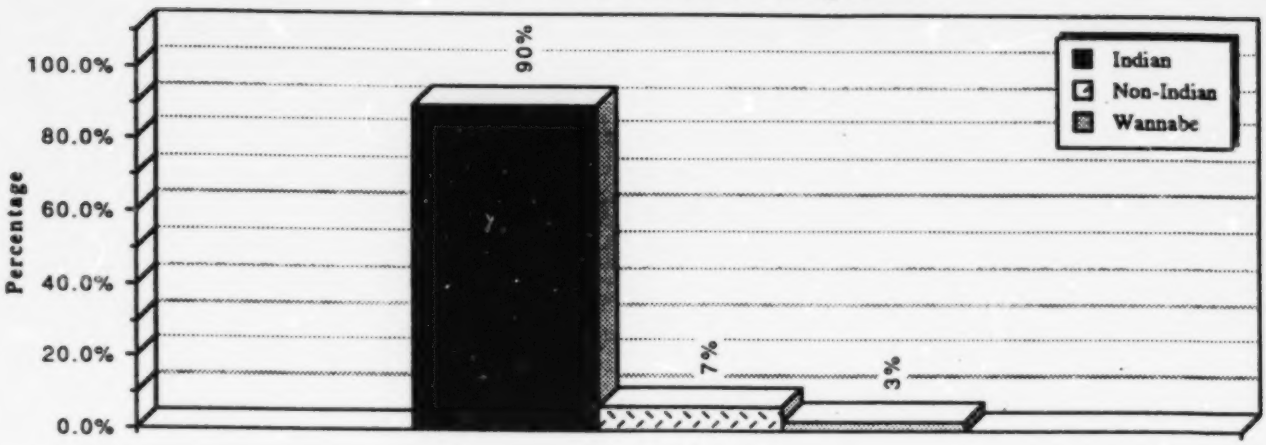
# Response	%	Description
226	93.8	Yes
2	.8	No

What is your school enrollment?

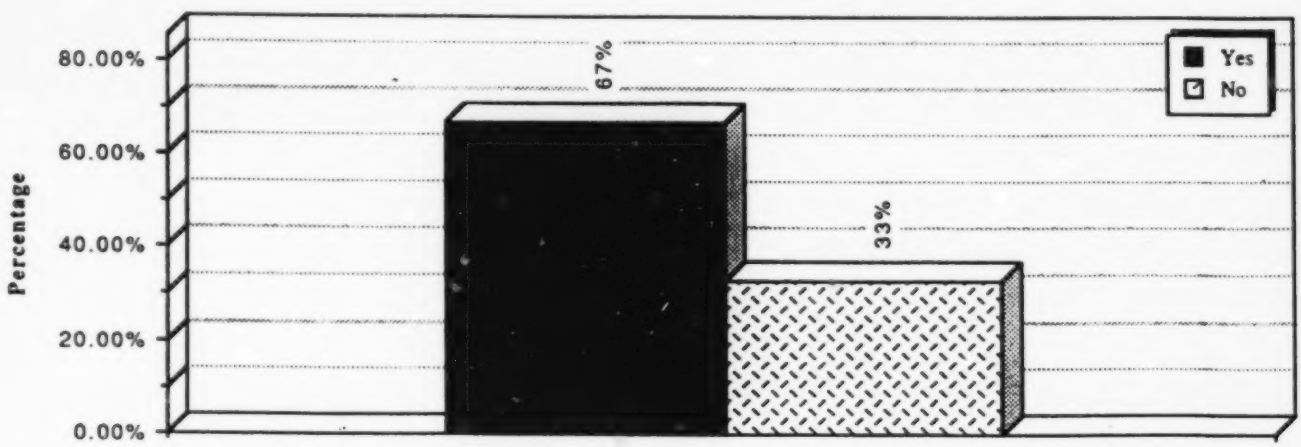


# Response	%	Description
51	19.9	Under 100
78	30.5	101-200
60	23.4	201-300
22	8.6	301-400
17	6.6	401-500
28	10.9	Over 500

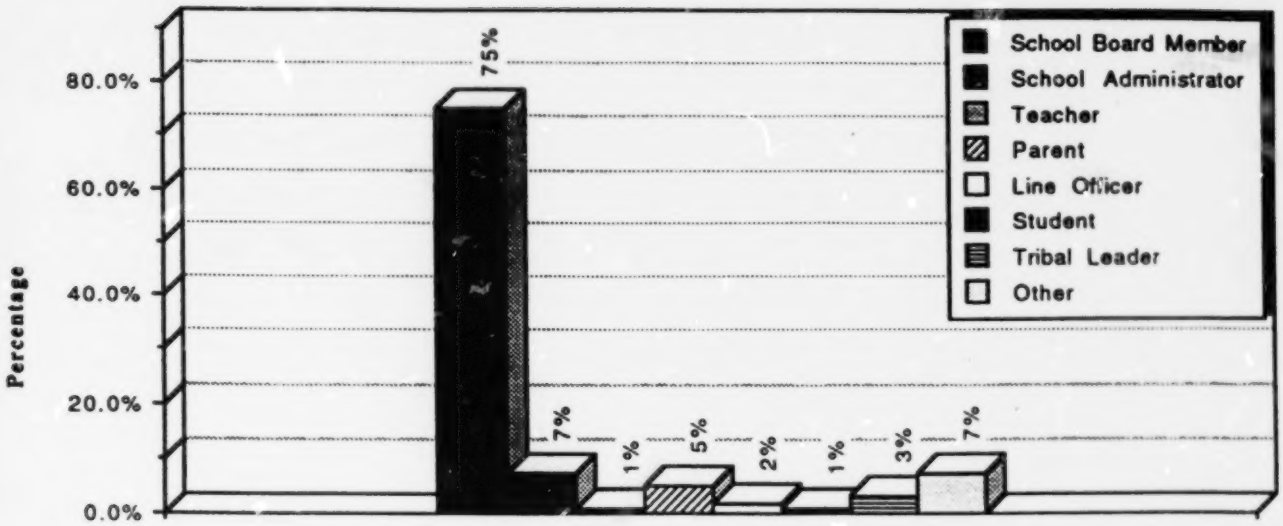
What is your ethnic background?



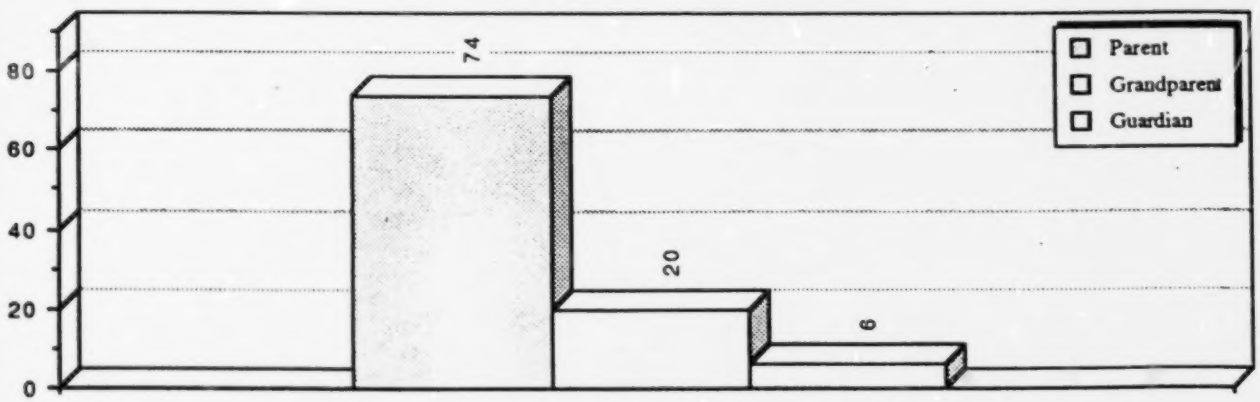
Are you a native language speaker?



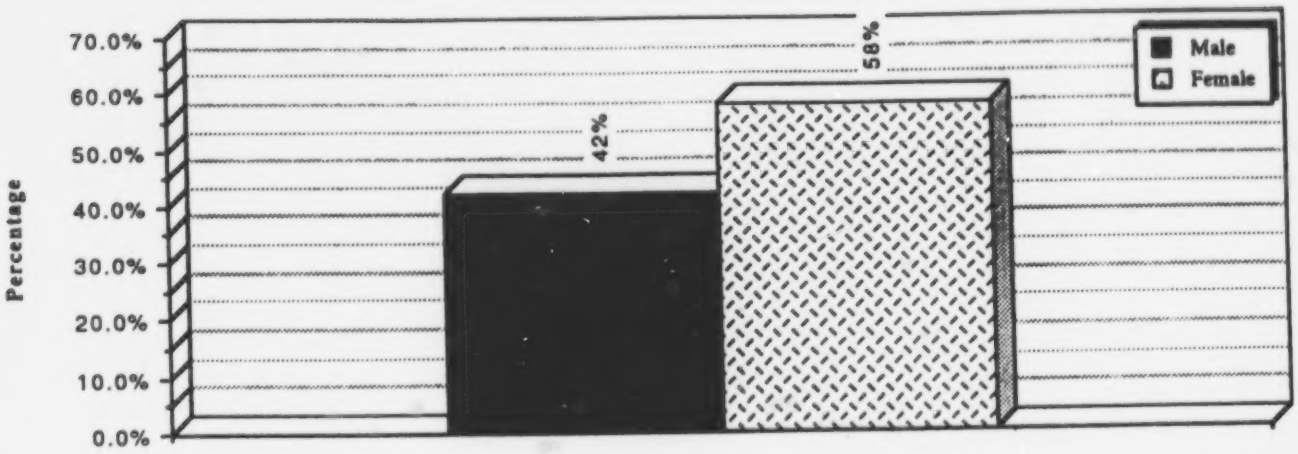
Role at NISBA



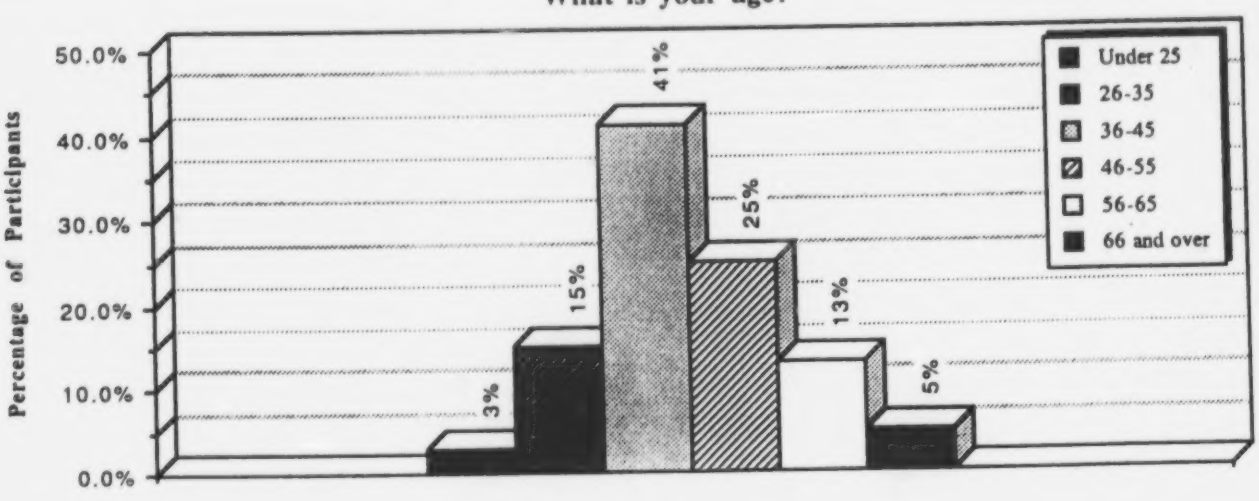
Relationship to child in school



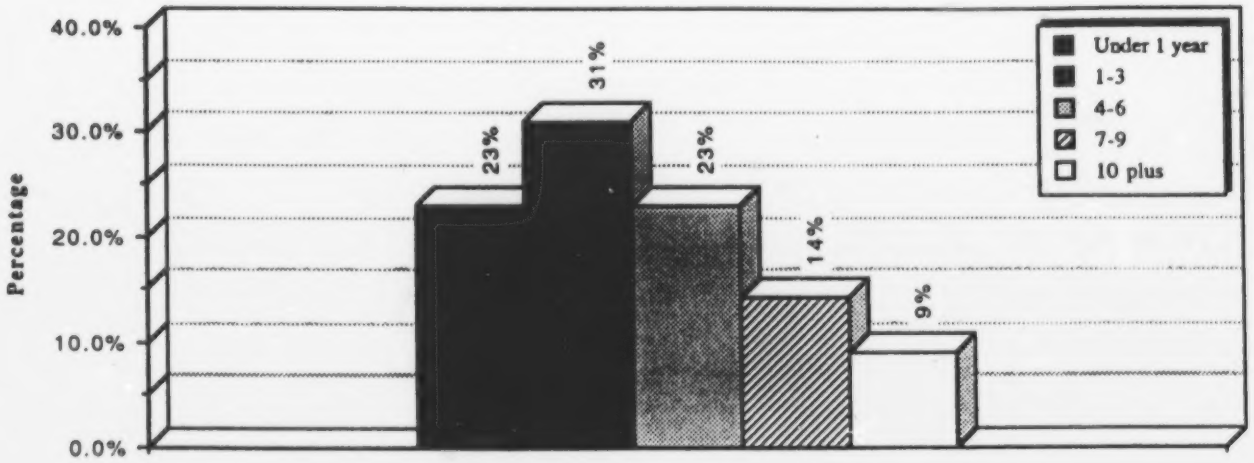
Are you?



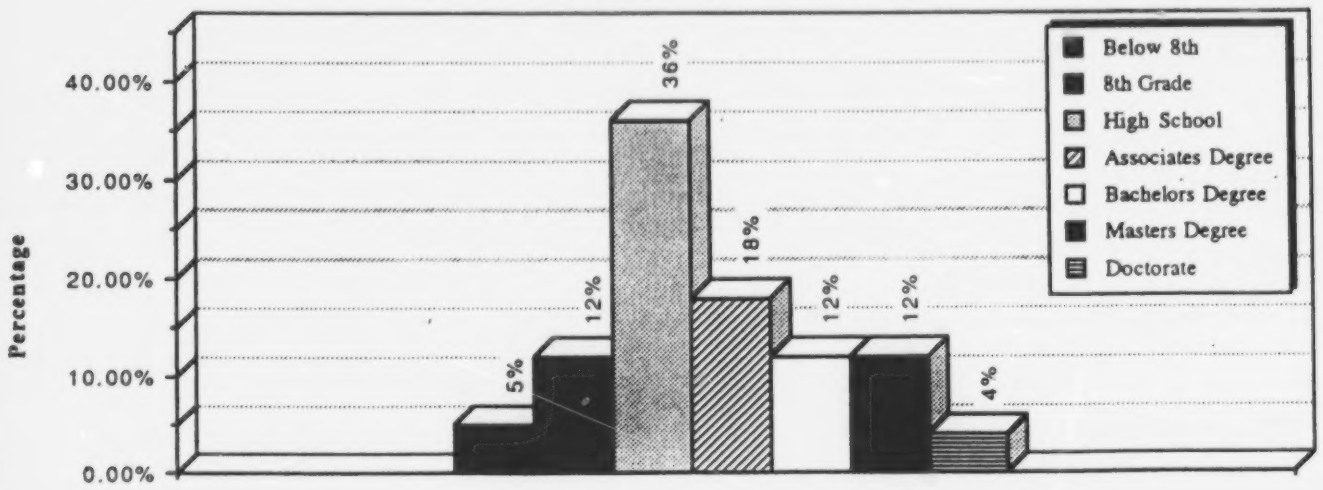
What is your age?



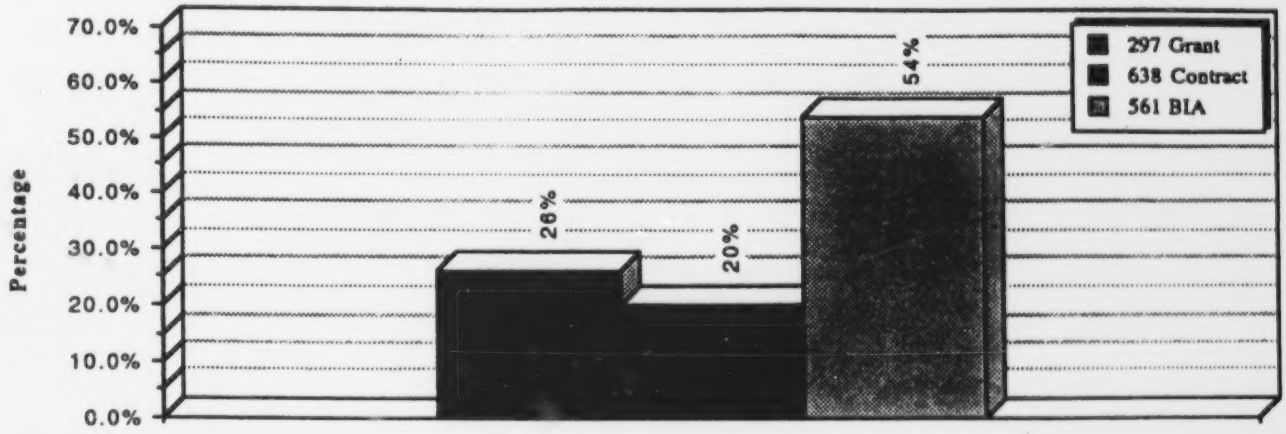
Years on the school board?



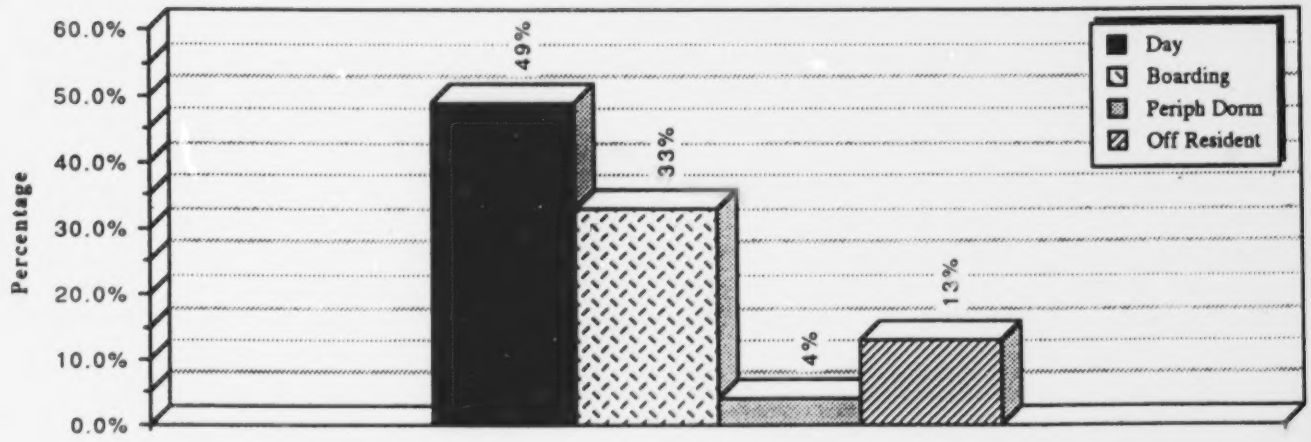
Highest Education Level ?



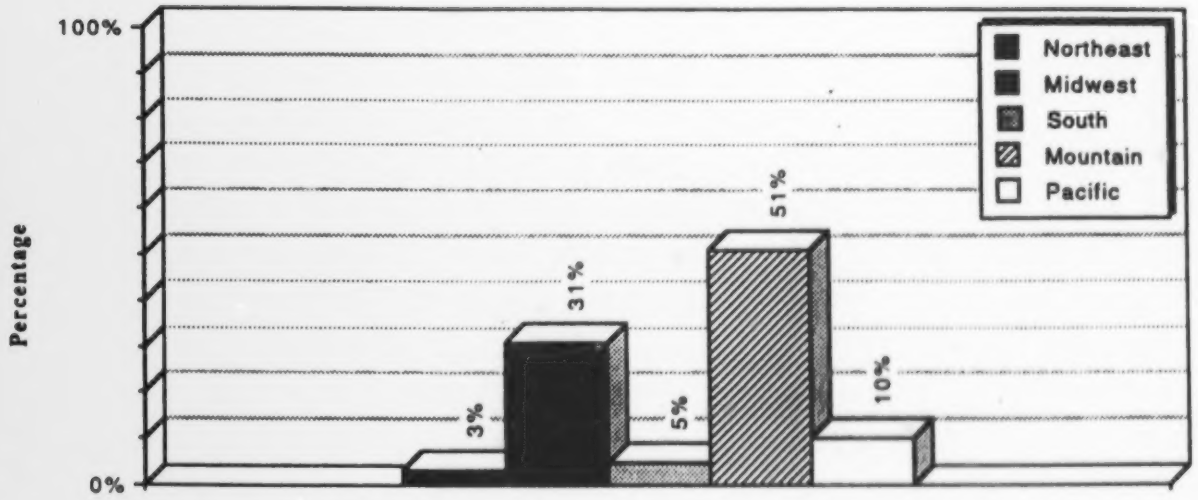
School Operation



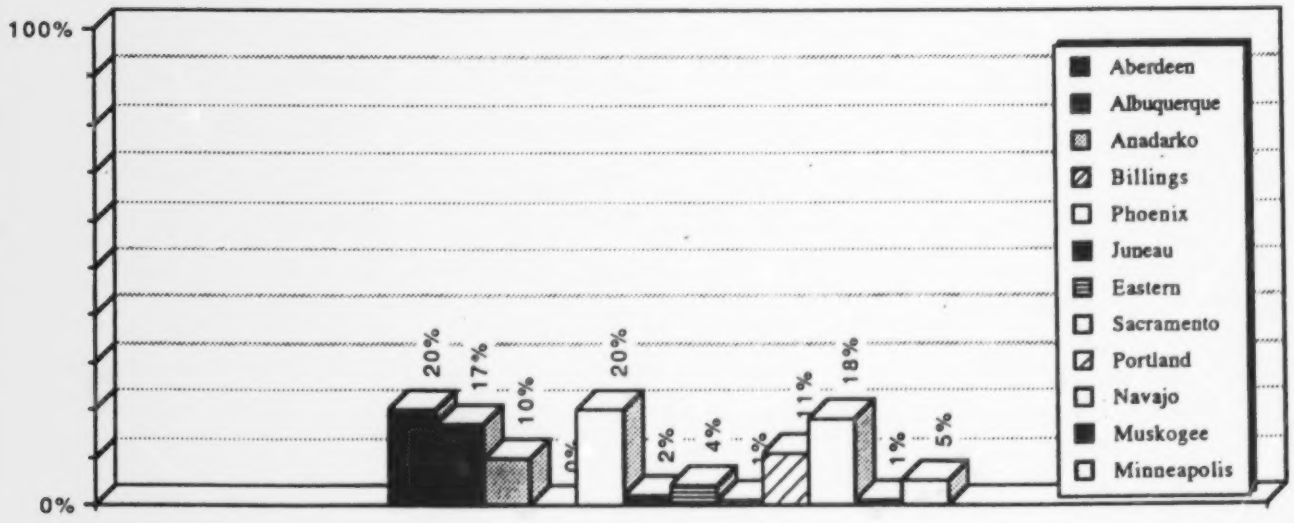
Type of School?



Where are you from?



What is your BIA area?



EVALUATION INFORMATION

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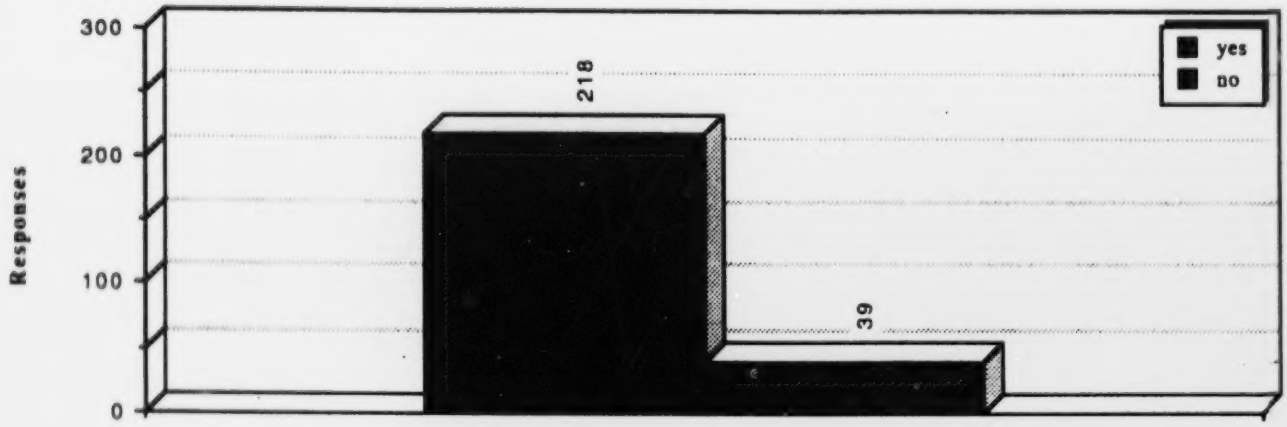
One year of regional training

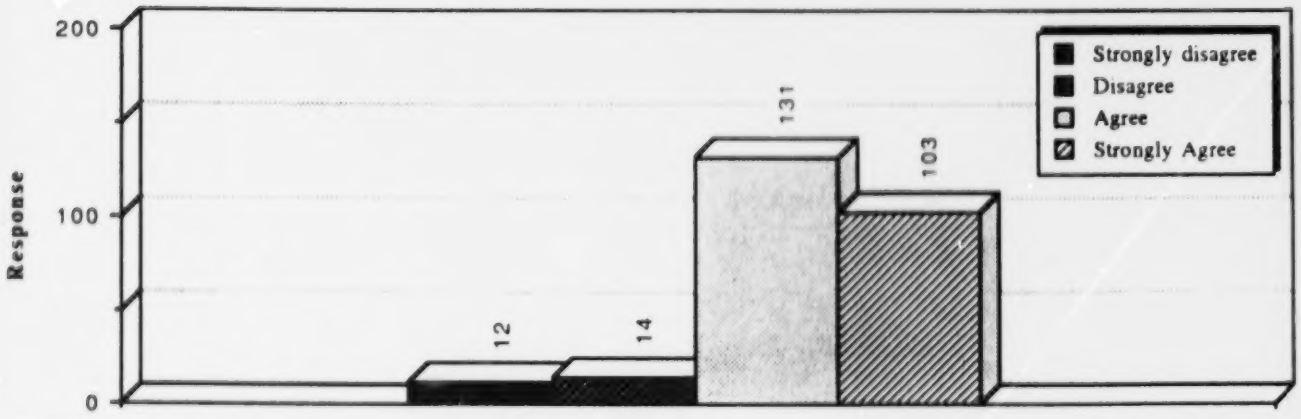


The Question

In place of a National Training Institute, would you be willing to do one year of regional training at 15 sites in order to include more community people?

# Response	%	Description
218	84.5	Yes
39	15	No

Format Benefited Me

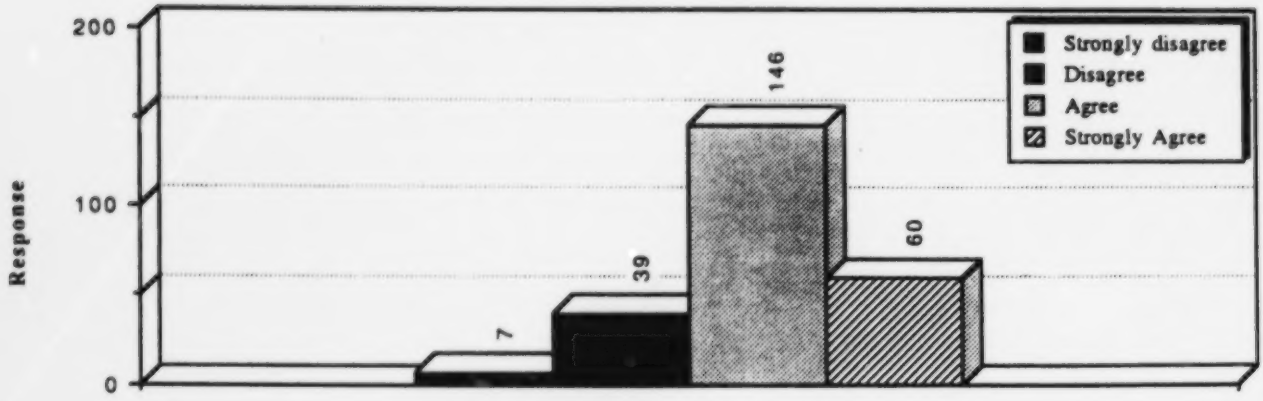


The Question

The 1992 conference format was beneficial to me as a Board Member and Educator.

# Response	%	Description
12	4.6	Strongly Disagree
14	5.3	Disagree
131	50	Agree
103	39.3	Strongly Agree

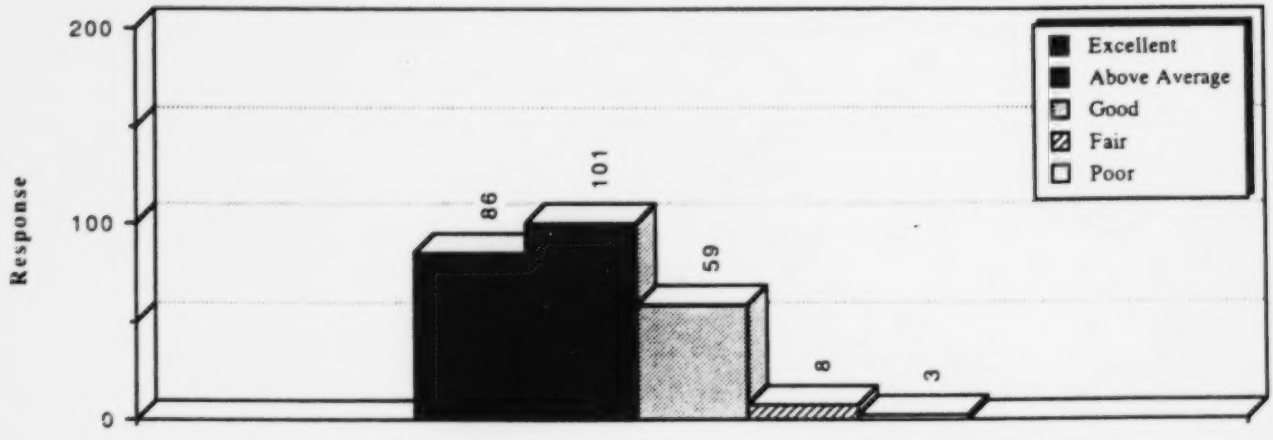
Repeat Format



The Question
The working format of this conference should be repeated.

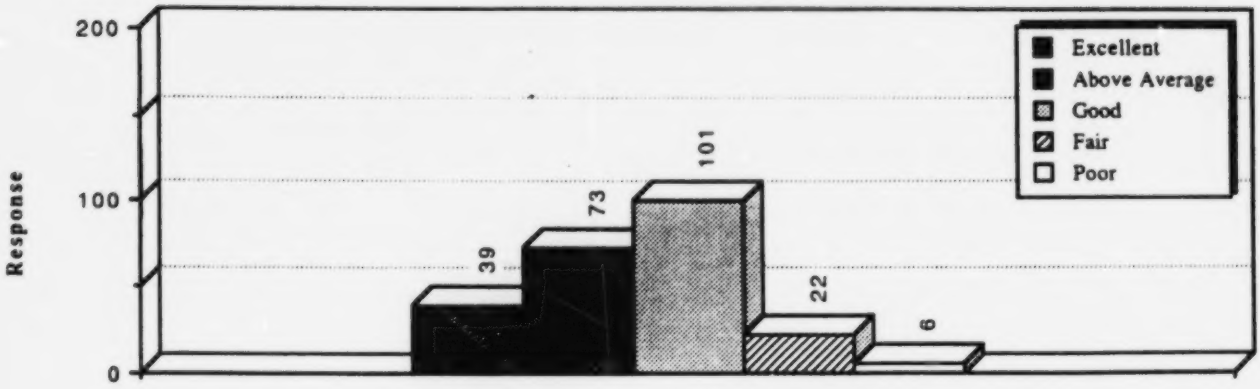
# Response	%	Description
7	2.8	Strongly Disagree
39	15.4	Disagree
146	57.5	Agree
60	23.6	Strongly Agree

Quality of presenters was



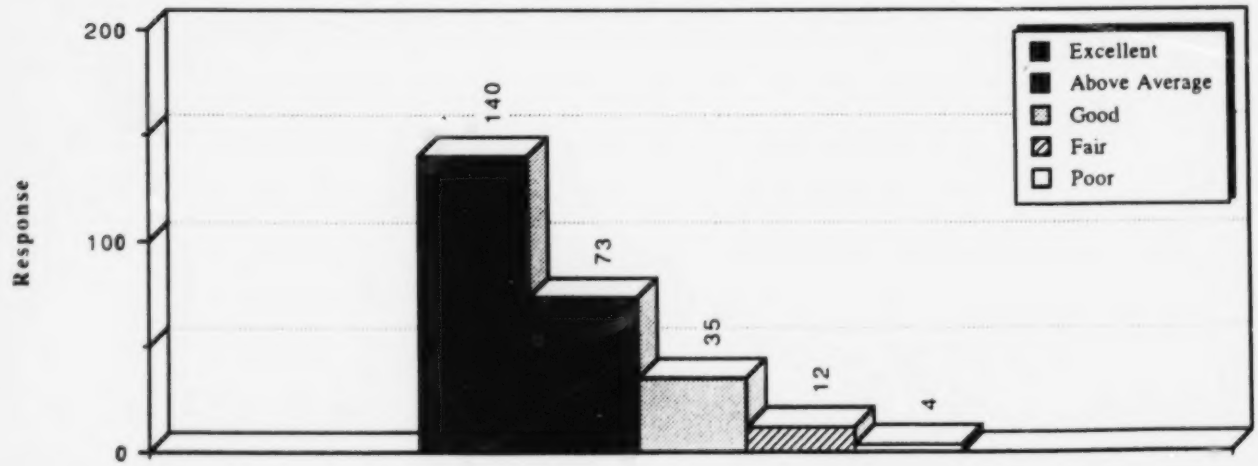
# Response	%	Description
86	33.5	Excellent
101	39.3	Above Average
59	23	Good
8	3.1	Fair
3	1.2	Poor

Quality of school showcase was



# Response	%	Description
39	16.1	Excellent
73	30.2	Above Average
101	41.7	Good
22	9.1	Fair
6	2.5	Poor

The hotel and meeting facilities are



# Response	%	Description
140	53	Excellent
73	27.7	Above Average
35	13.3	Good
12	4.5	Fair
4	1.5	Poor

CENTRAL OFFICE SURVEY

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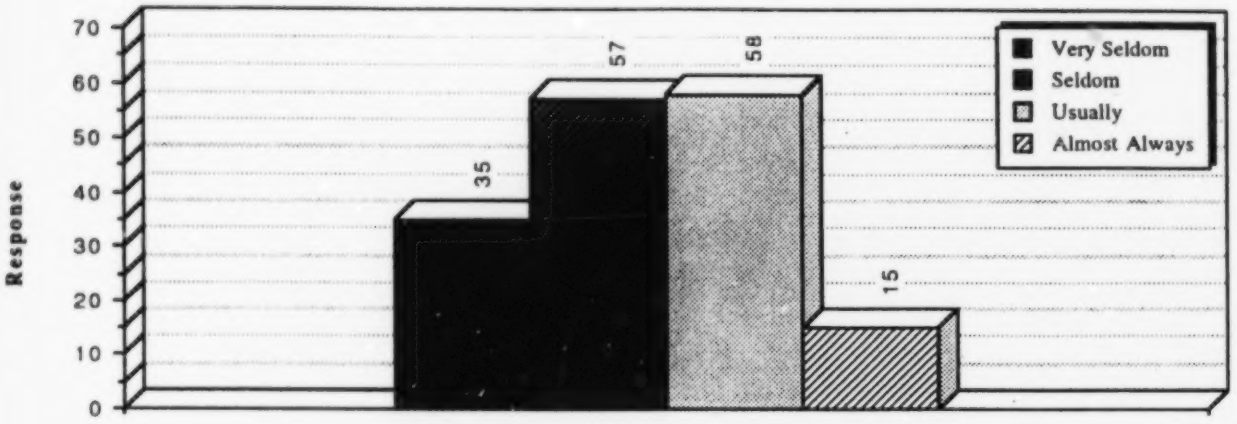
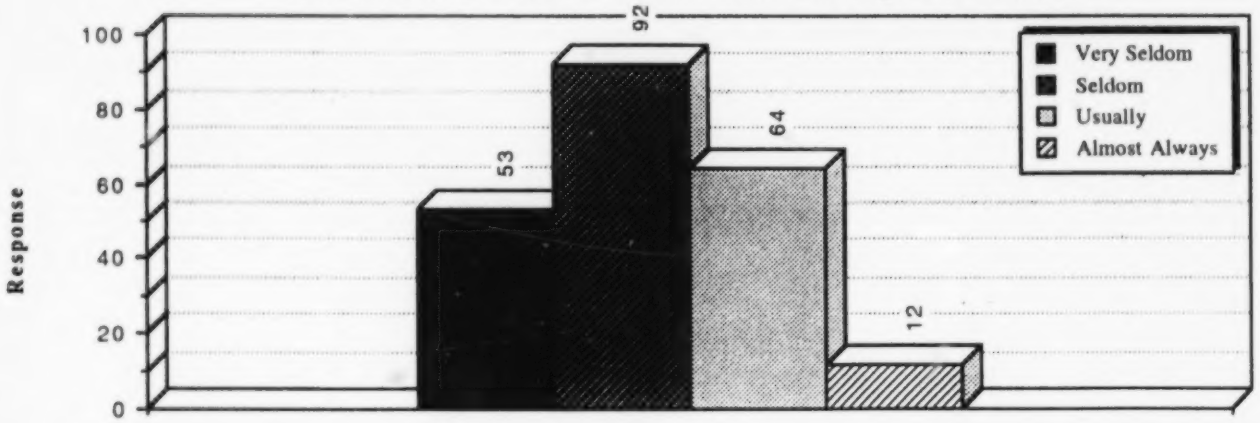
The OIEP has a clear mission.



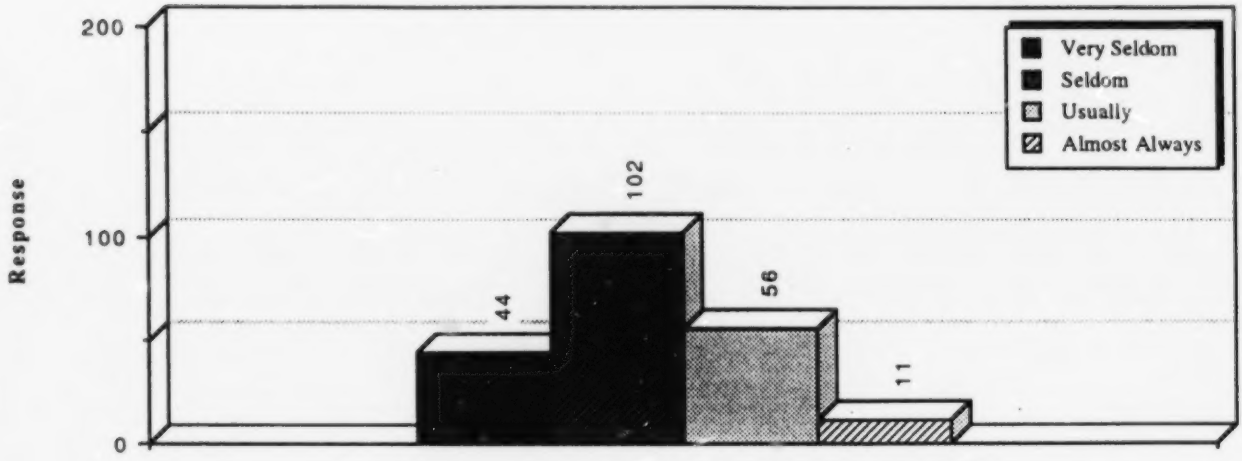
# Response	%	Description
35	20.5	Very Seldom
57	33.3	Seldom
58	33.9	Usually
15	8.8	Almost Always

The Director of OIEP communicates through the mission.



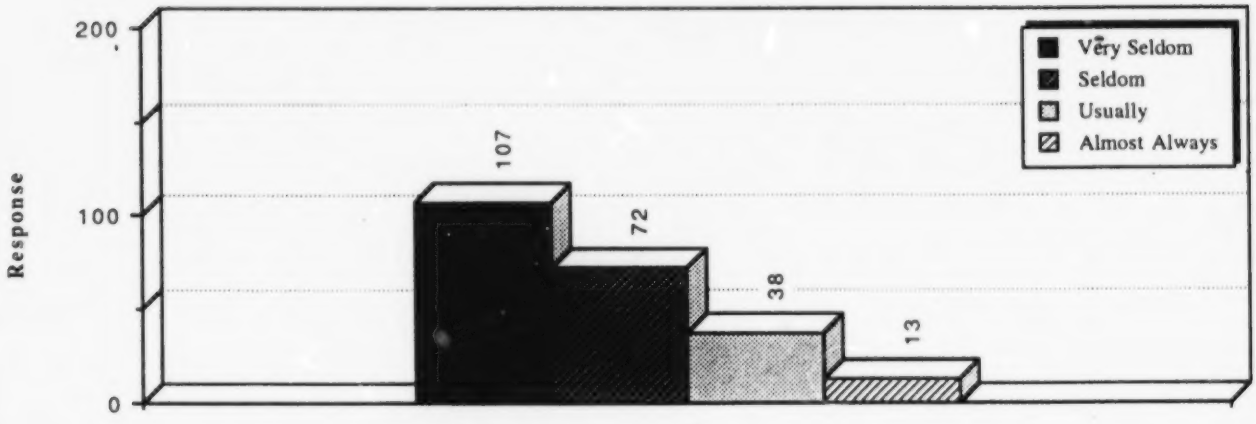
# Response	%	Description
53	23.9	Very Seldom
92	41.4	Seldom
64	28.8	Usually
12	5.4	Almost Always

The mission is stressed through program initiatives.



# Response	%	Description
44	20.6	Very Seldom
102	47.7	Seldom
56	26.2	Usually
11	5.1	Almost Always

The Central Office seeks input from customers.

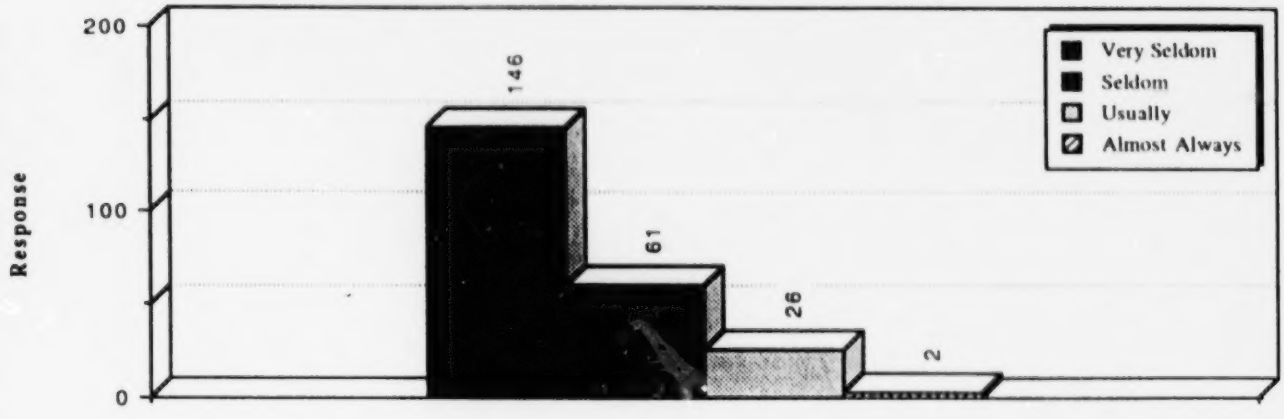


The Question

The Central Office seeks input from customers on working toward the mission.

# Response	%	Description
107	46.3	Very Seldom
72	31.2	Seldom
38	16.5	Usually
13	5.6	Almost Always

The Central Office serves in an advocacy role.

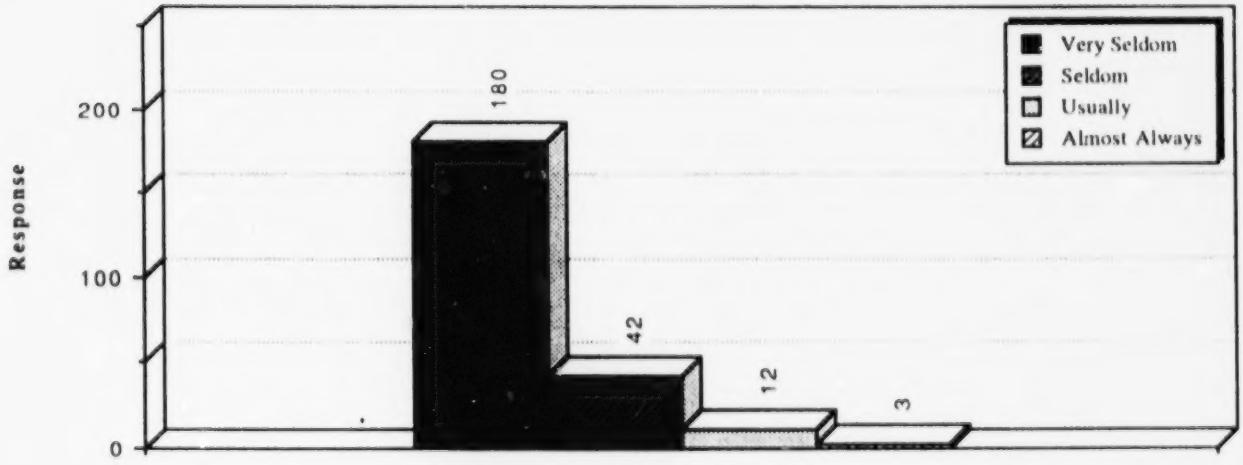


The Question

The Central Office serves in an advocacy role on behalf of customers.

# Response	%	Description
146	61.6	Very Seldom
61	25.7	Seldom
26	11	Usually
2	.8	Almost Always

The Central Office communicates priorities to customers.

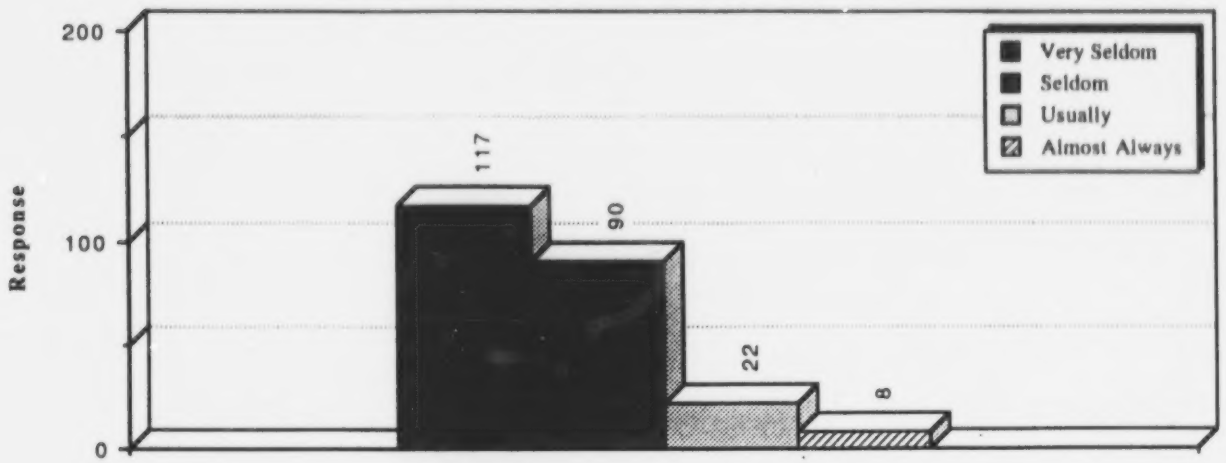


The Question

The Central Office communicates priorities and issues to customers in a timely manner.

# Response	%	Description
180	75.6	Very Seldom
42	17.6	Seldom
12	5	Usually
3	1.3	Almost Always

The Central Office decisions are based on research.

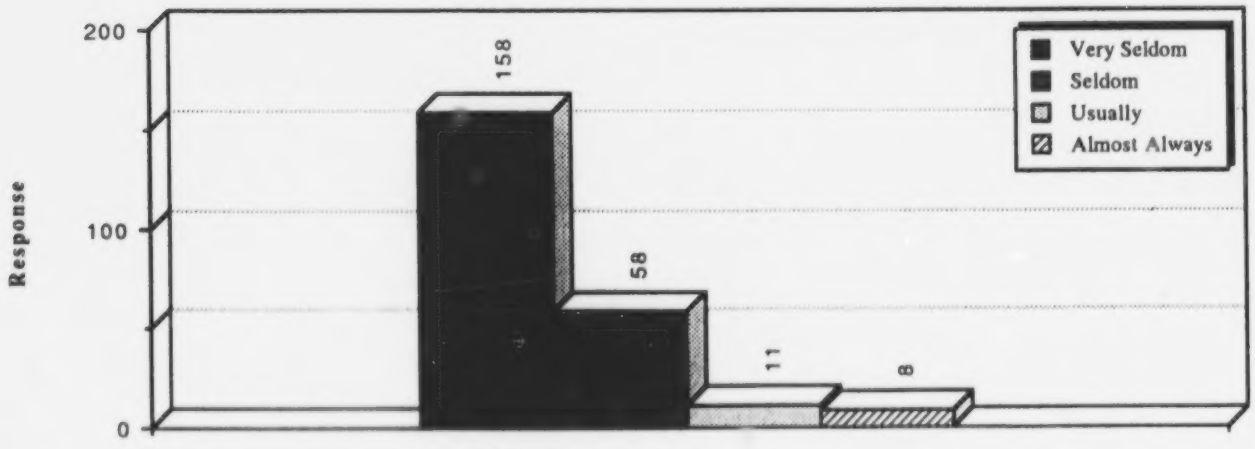


The Question

The Central Office decisions are based on research in education improvements.

# Response	%	Description
117	48.8	Very Seldom
90	37.5	Seldom
22	9.2	Usually
8	3.3	Almost Always

The flow of communication is two-way.

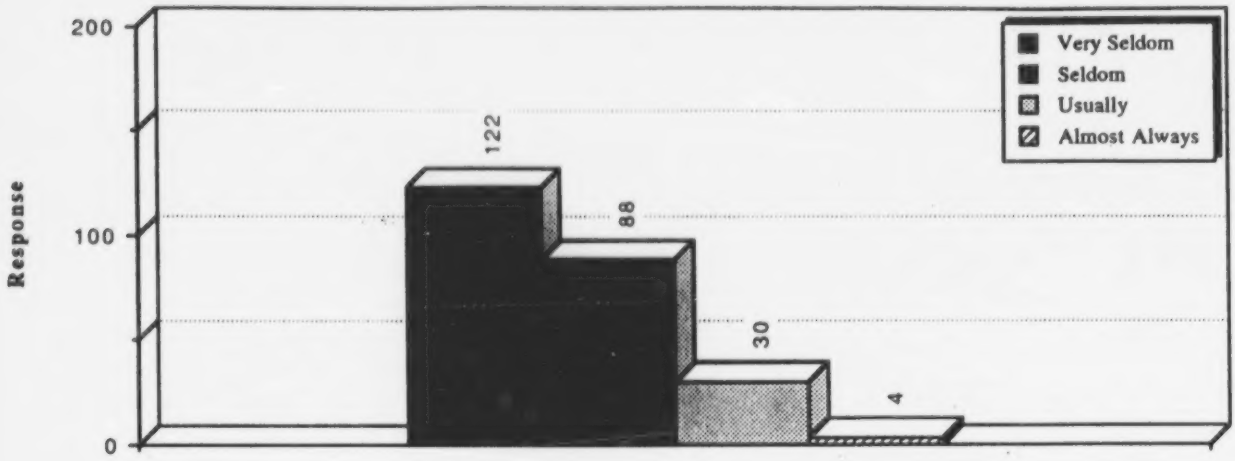


The Question

The flow of communication between Central Office and its customers is two-way.

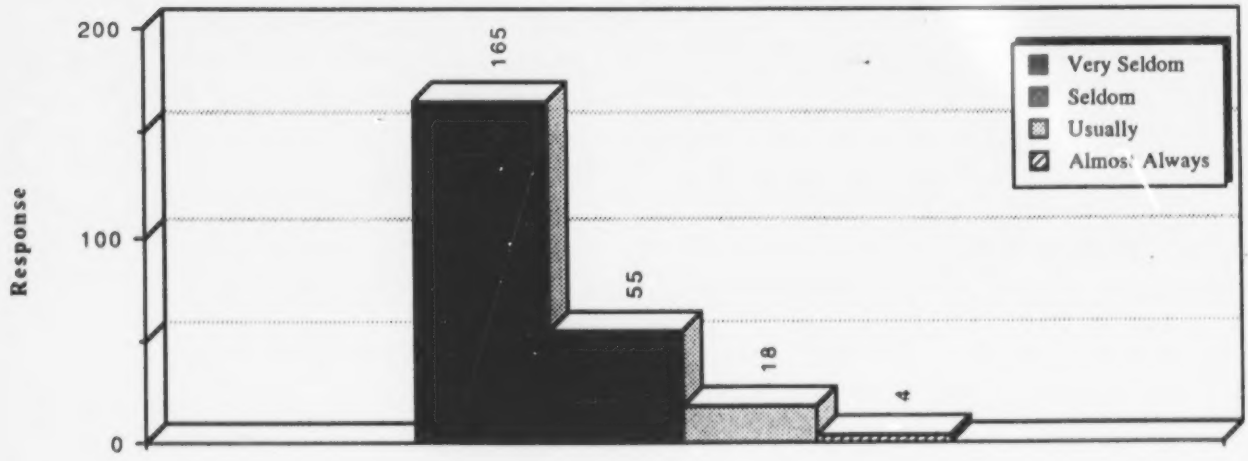
# Response	%	Description
158	66.9	Very Seldom
58	24.6	Seldom
11	4.7	Usually
8	3.4	Almost Always

The Central Office provides technical assitance to customers.



# Response	%	Description
122	49.8	Very Seldom
88	35.9	Seldom
30	12.2	Usually
4	1.6	Almost Always

The Central Office demonstrates a high level of support.

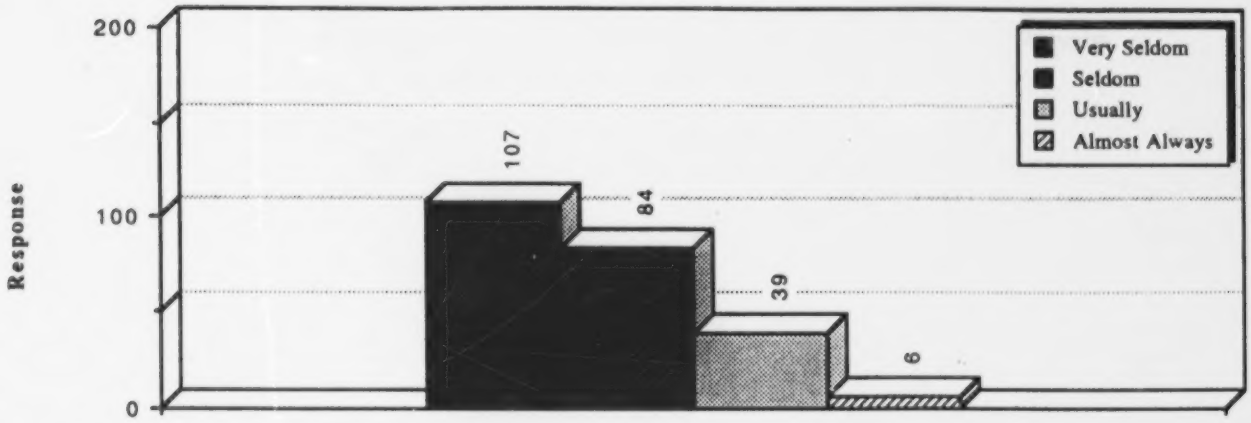


The Question

The Central Office demonstrates a high level of support for tribal education initiatives.

# Response	%	Description
165	67.6	Very Seldom
55	22.5	Seldom
18	7.4	Usually
4	1.6	Almost Always

The Central Office exhibits educational knowledge.

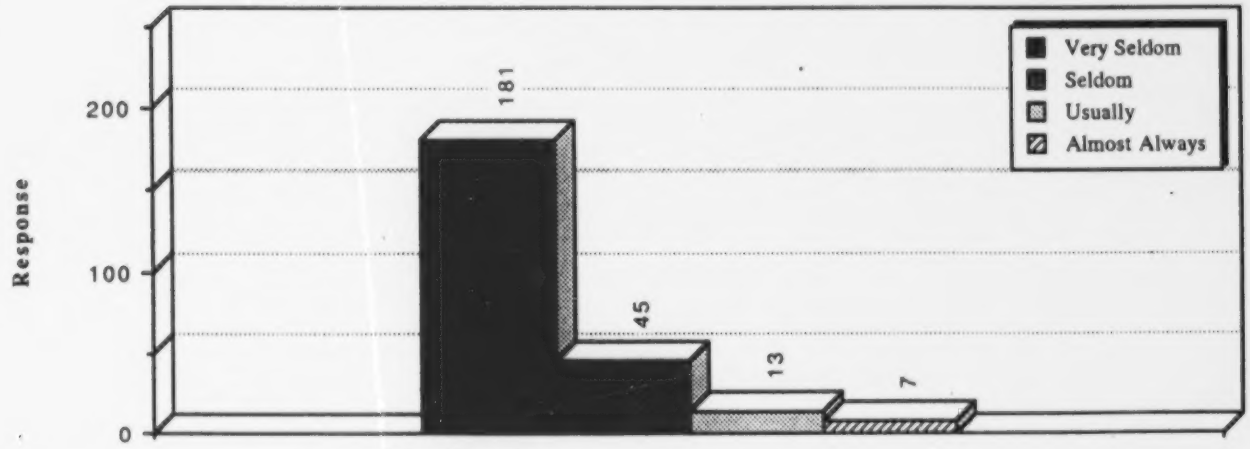


The Question

The Central Office exhibits educational knowledge based on current research.

# Response	%	Description
107	45	Very Seldom
84	35.3	Seldom
39	16.4	Usually
6	2.5	Almost Always

The Central Office consults with customers before policy change.

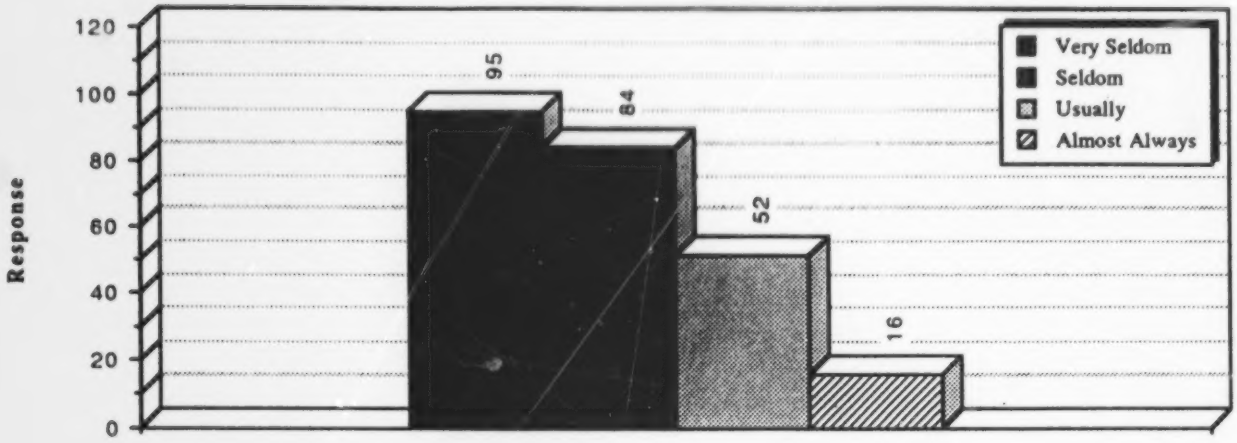


The Question

The Central Office consults with customers before any policy change.

# Response	%	Description
181	73	Very Seldom
45	18.1	Seldom
13	5.2	Usually
7	2.8	Almost Always

The Central Office encourages the involvement of parents.

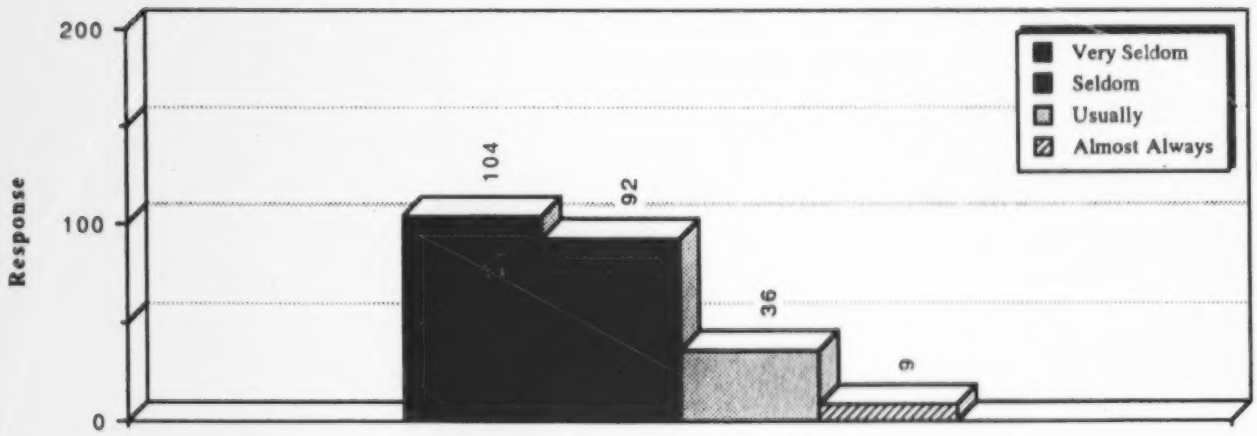


The Question

The Central Office encourages the involvement of parents in the educational process.

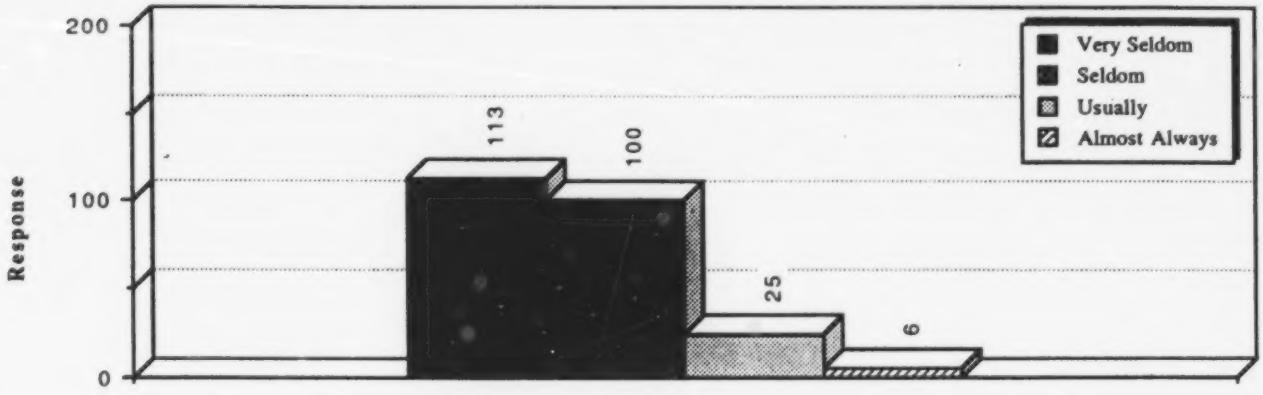
# Response	%	Description
95	38.2	Very Seldom
84	33.7	Seldom
52	20.9	Usually
16	6.4	Almost Always

The Central Office encourages innovation.



# Response	%	Description
104	43.2	Very Seldom
92	38.2	Seldom
36	14.9	Usually
9	3.7	Almost Always

The Central Office is active in securing human resources.



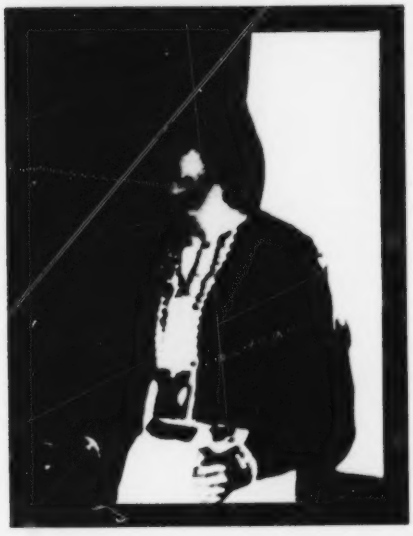
The Question

The Central Office is active in securing human and material resources for customers.

# Response	%	Description
113	46.1	Very Seldom
100	40.8	Seldom
25	10.2	Usually
6	2.4	Almost Always

LOCAL AGENDA
Items for Action

BEST COPY AVAILABLE



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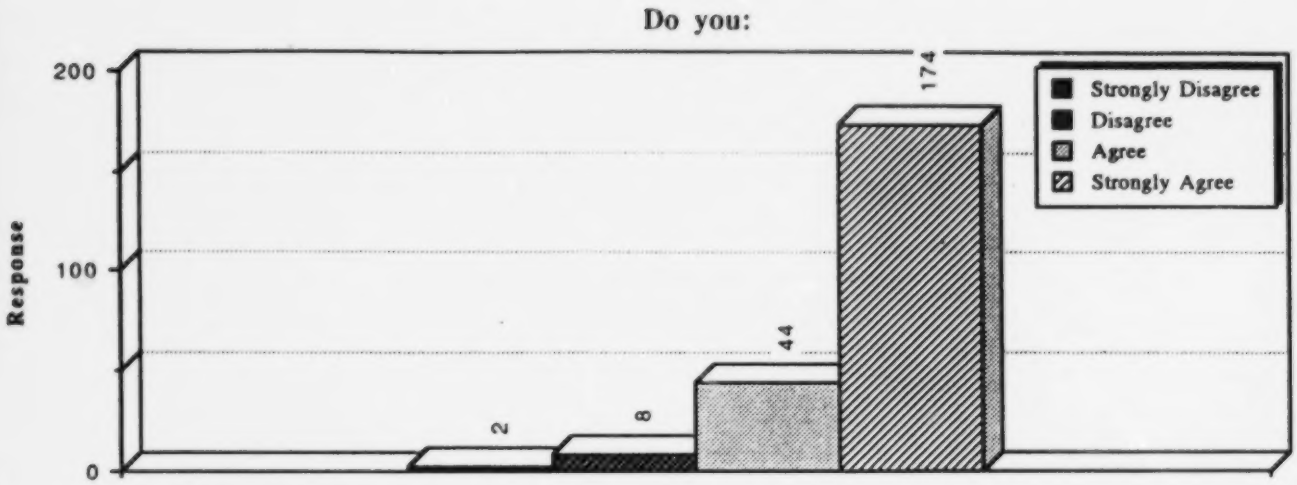
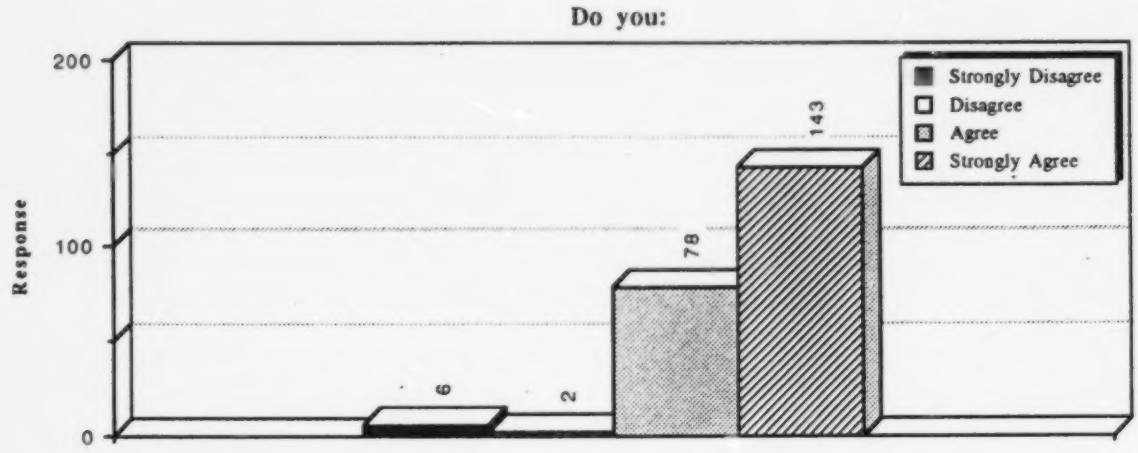


The Question

By the Fall of 1993, all school boards will establish community/staff action teams consisting of members from the tribal council, community, parents and staff to communicate and coordinate educational issues and services so that all students have a quality education.

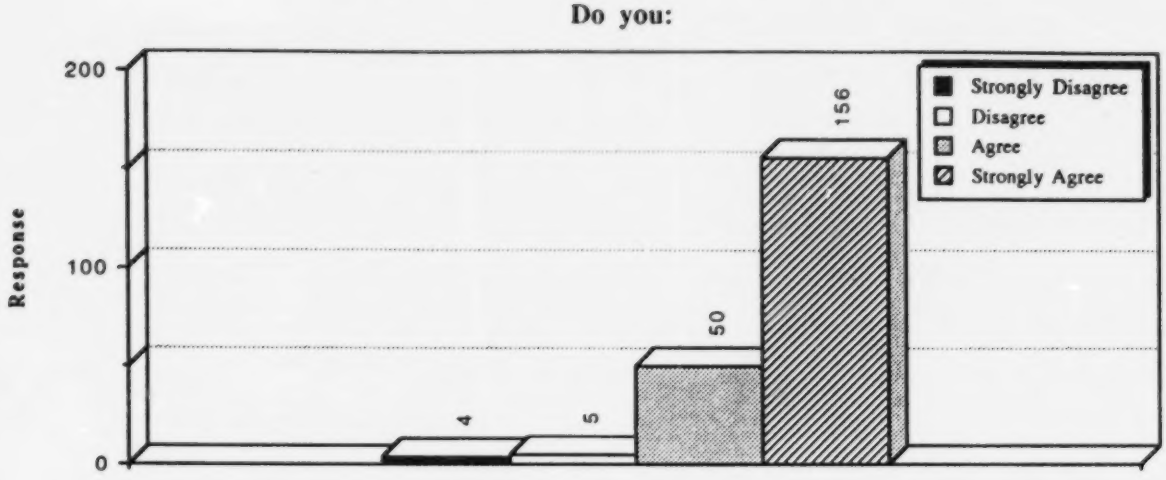
# Response	%	Description
2	.9	Strongly disagree
8	3.5	Disagree
44	19	Agree
174	75.3	Strongly Agree



The Question

By the beginning of 1992-1993 school year, the school board will direct the school administration to provide inservice training to all school stakeholders to improve student achievement, increase enrollment and provide more Indian role models for students.

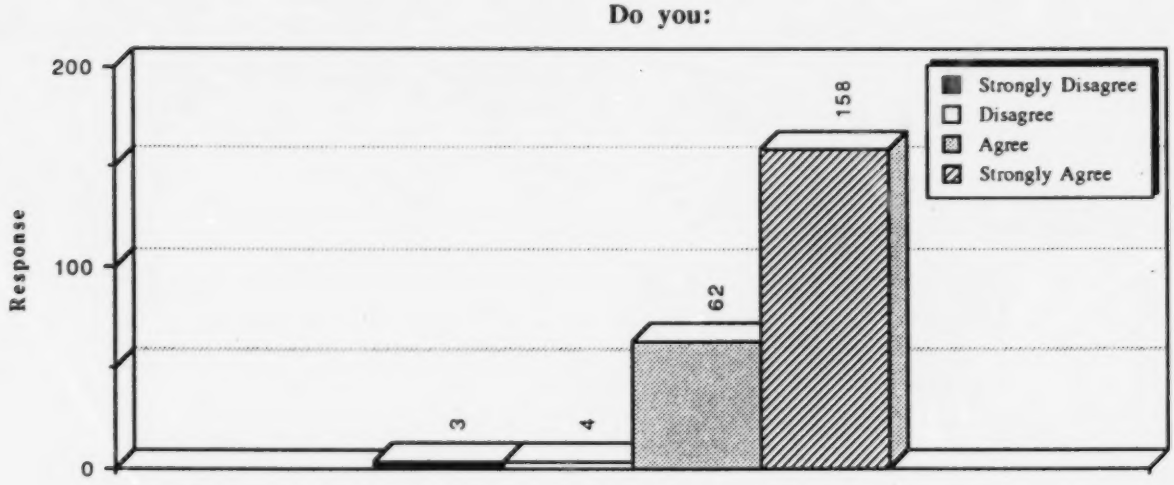
# Response	%	Description
6	2.6	Strongly disagree
2	.9	Disagree
78	33.5	Agree
143	61.4	Strongly Agree



The Question

By the beginning of the 1992-1993 school year, the school board will direct the principal to develop a one year plan which will promote a positive school environment and include a process to implement a culturally relevant curriculum.

# Response	%	Description
4	1.9	Strongly disagree
5	2.3	Disagree
50	23.1	Agree
156	72.2	Strongly Agree

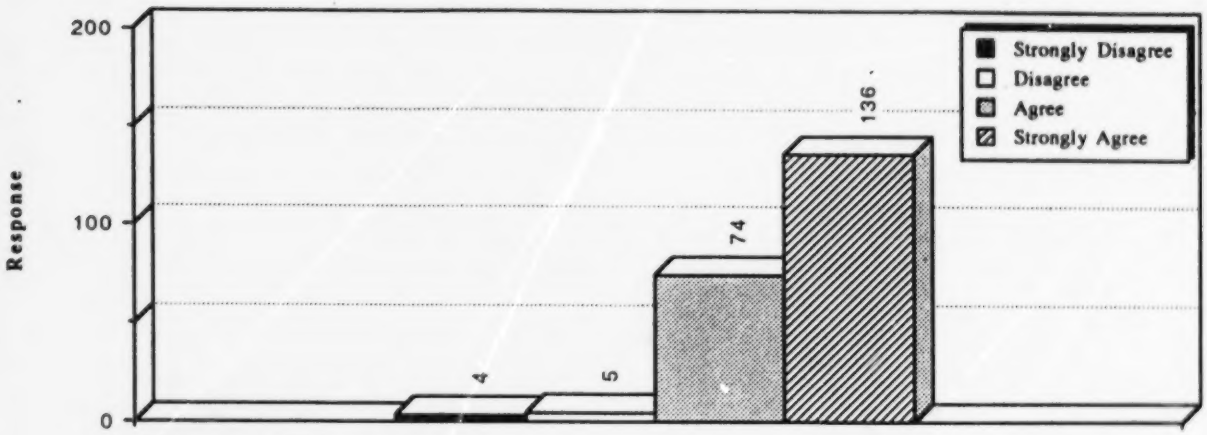


The Question

By 1993, all school board and parent advisory committees will meet to discuss discipline and other policies in an effort to reduce student discipline problems and increase parent participation.

# Response	%	Description
3	1.3	Strongly disagree
4	1.7	Disagree
62	27	Agree
158	68.7	Strongly Agree

Do you:

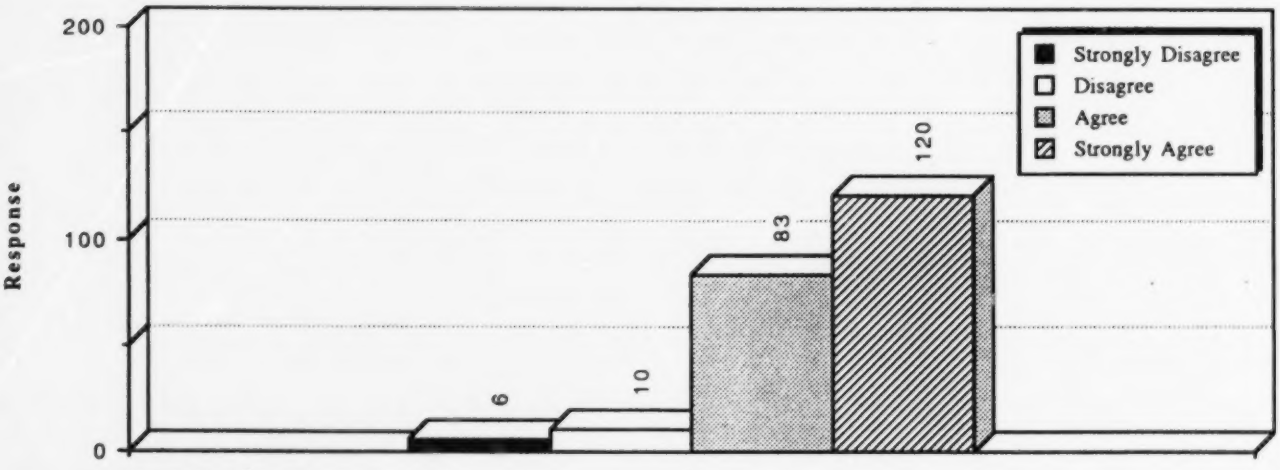


The Question

By the end of 1992-1993 school year, the school board, with participation from staff, students and community representatives, will design increased strategies for communication and public relations.

# Response	%	Description
4	1.8	Strongly disagree
5	2.3	Disagree
74	33.3	Agree
136	61.3	Strongly Agree

Do you:

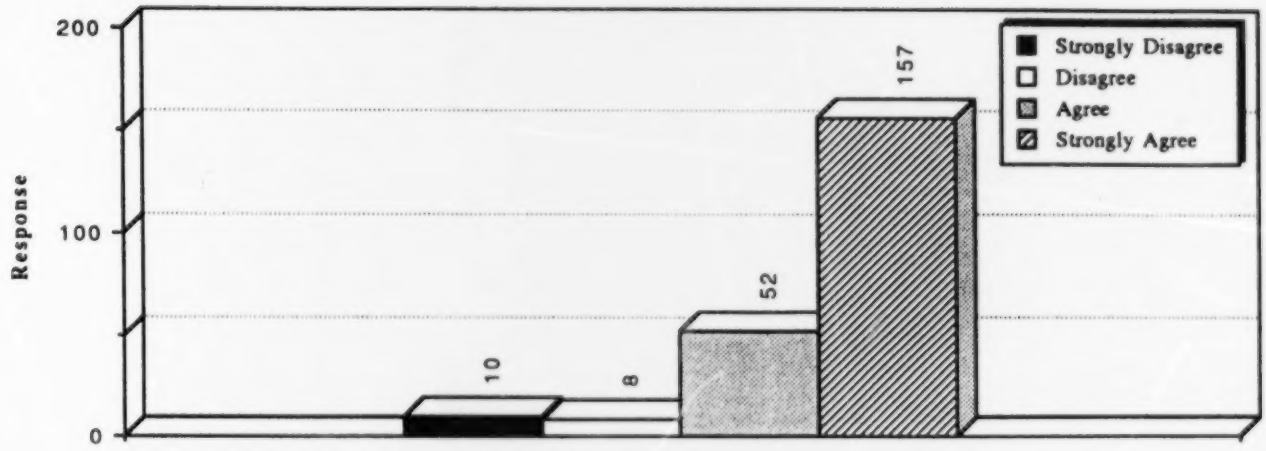


The Question

By 1993, the school board and school administration will communicate with potential and current transportation providers in an effort to increase cooperation and decrease costs.

# Response	%	Description
6	2.7	Strongly disagree
10	4.5	Disagree
83	37.6	Agree
120	54.3	Strongly Agree

Do you:

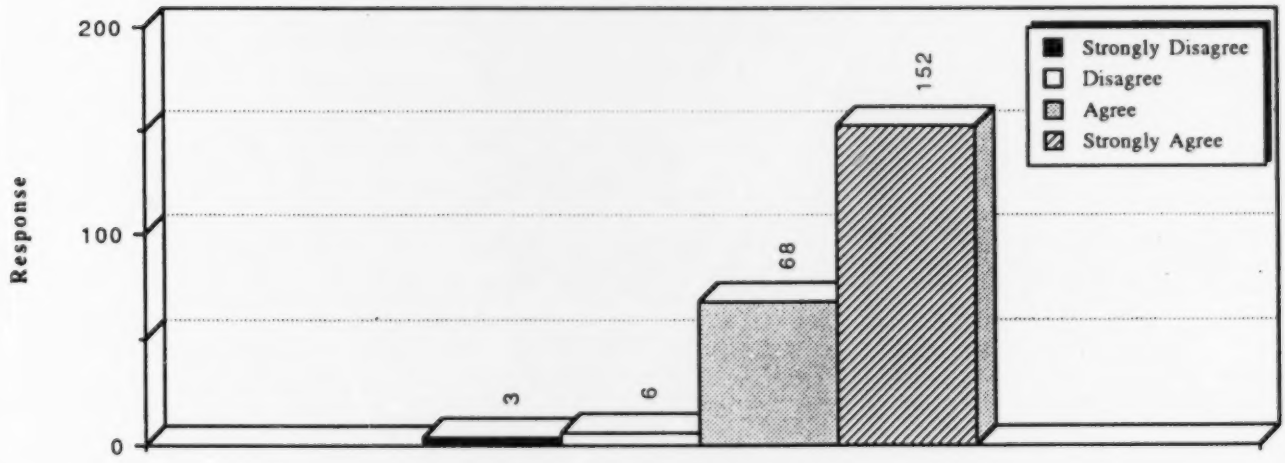


The Question

By the end of the1992-1993 fiscal year, the Tribal Council will develop a plan to resolve conflict between the school board and the Council so school board functions can be more effective by passing a resolution giving the school board full authority to operate the school.

# Response	%	Description
10	4.3	Strongly disagree
8	3.8	Disagree
52	22.3	Agree
157	67.4	Strongly Agree

Do you:

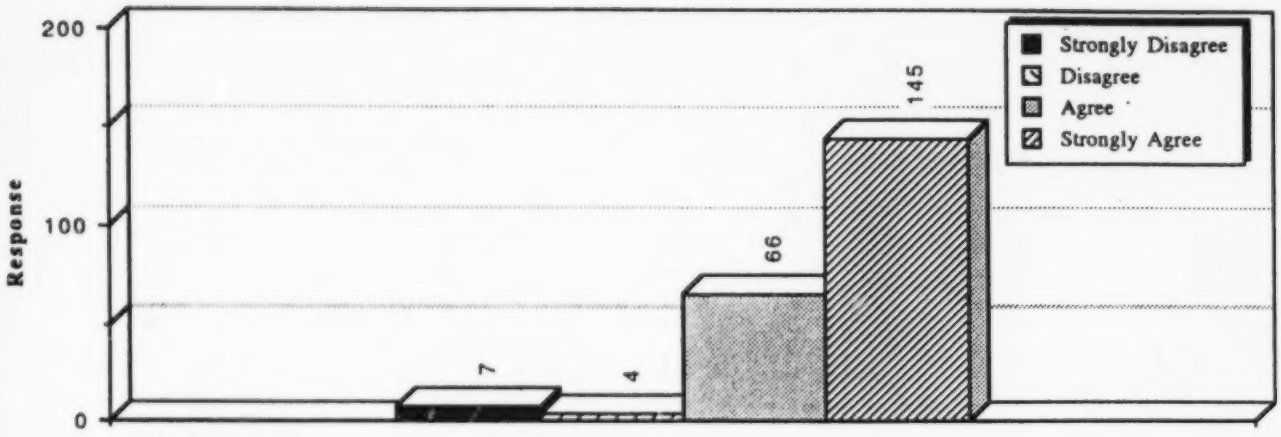


The Question

By Fall of 1992, the Community School Board will provide training for parents in parenting skills, to increase the parent's involvement in their child's education, by requesting funds for health providers from various resources.

# Response	%	Description
3	1.3	Strongly disagree
6	2.6	Disagree
68	29.1	Agree
152	65	Strongly Agree

Do you:

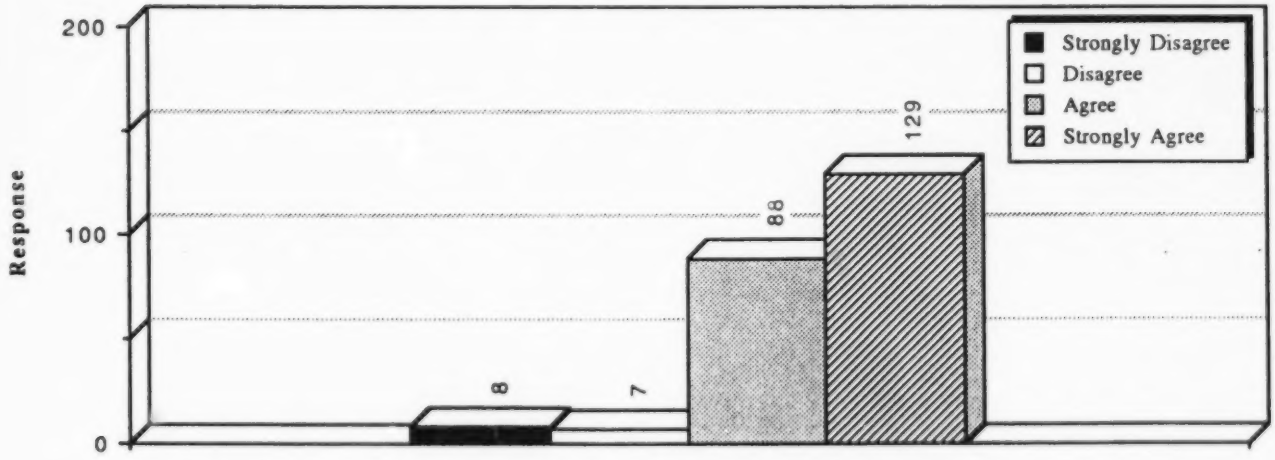


The Question

By the beginning of 1992-1993 school year, the school board will increase community participation to improve educational opportunities through Tribal Council support and involvement, community involvement in the political process, environmental awareness education and use of cooperative agreements.

# Response	%	Description
7	3.1	Strongly disagree
4	1.8	Disagree
66	29.3	Agree
145	64.4	Strongly Agree

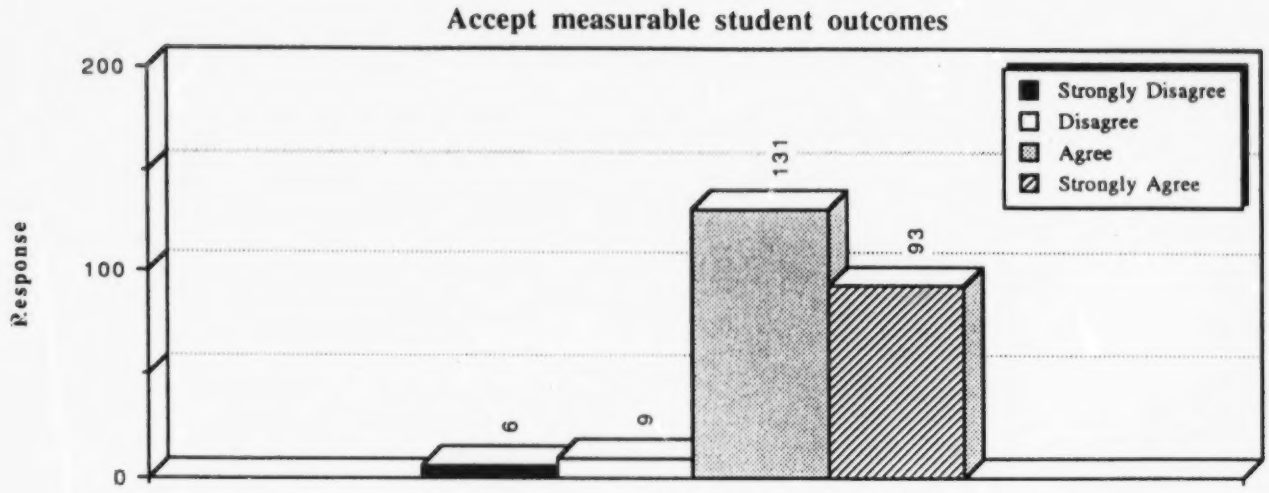
Do you:



The Question

By the beginning of 1992-1993 school year, the school board will establish an effective communication plan which will promote teamwork with all school stakeholders through the use of school personnel and outside consultants.

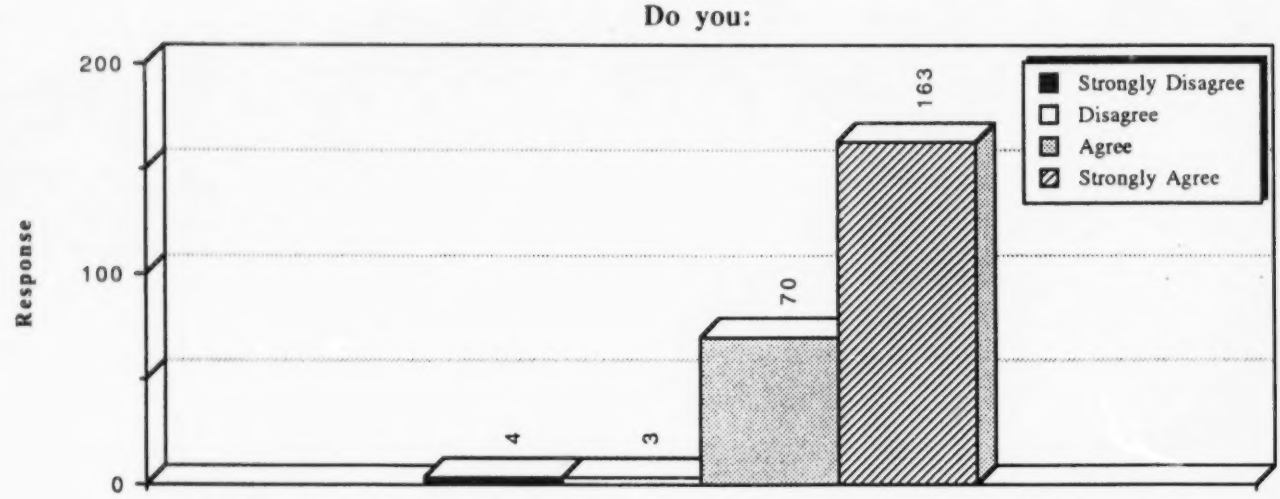
# Response	%	Description
8	3.4	Strongly disagree
7	3.0	Disagree
88	37.6	Agree
129	55.1	Strongly Agree



The Question

By the year 1993, all school boards shall adopt measurable student outcomes for each level of their education system so that students are prepared for all transitions.

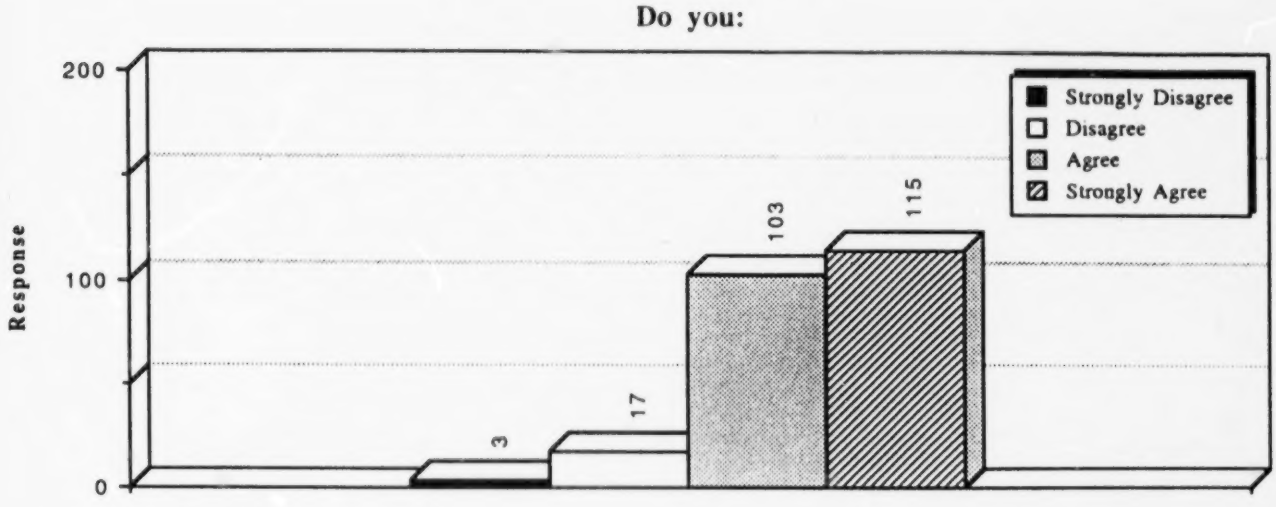
# Response	%	Description
6	2.5	Strongly disagree
9	3.7	Disagree
131	54.4	Agree
93	38.6	Strongly Agree



The Question

By October 1, 1992, members of each school board should determine a "Board Developtment" plan to better understand their roles and responsibilities as a board member.

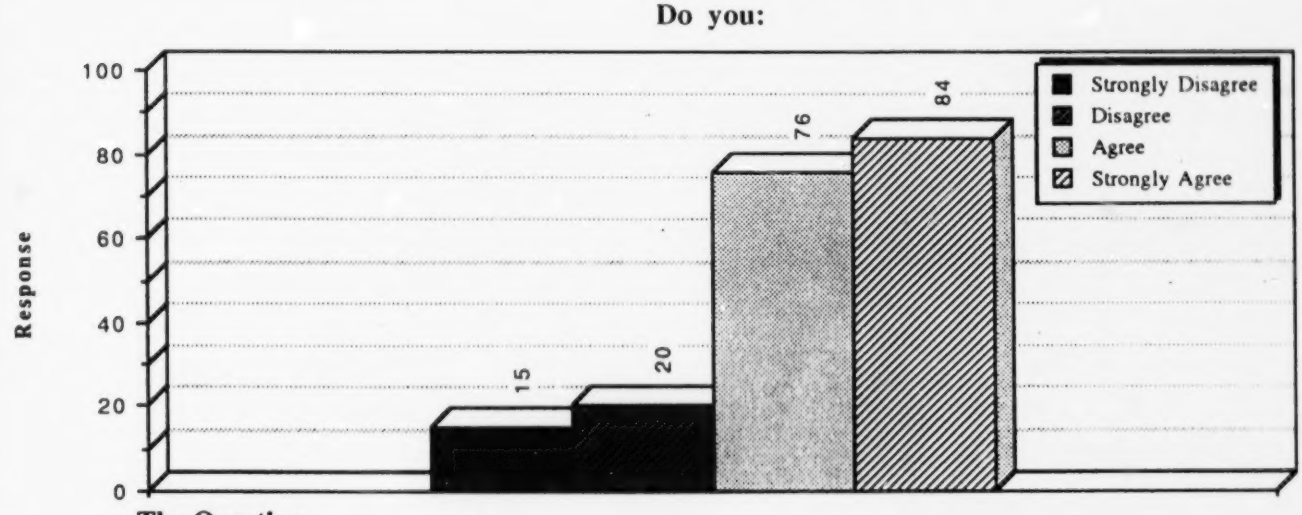
# Response	%	Description
4	1.7	Strongly disagree
3	1.2	Disagree
70	28.9	Agree
163	67.4	Strongly Agree



The Question

To increase community/parent participation, the School Board shall give authority to the administration from a prior community needs assessment and the establishment of a community improvement committee to pursue alternative funding for school improvement.

# Response	%	Description
3	1.2	Strongly disagree
17	7.1	Disagree
103	42.7	Agree
115	47.7	Strongly Agree

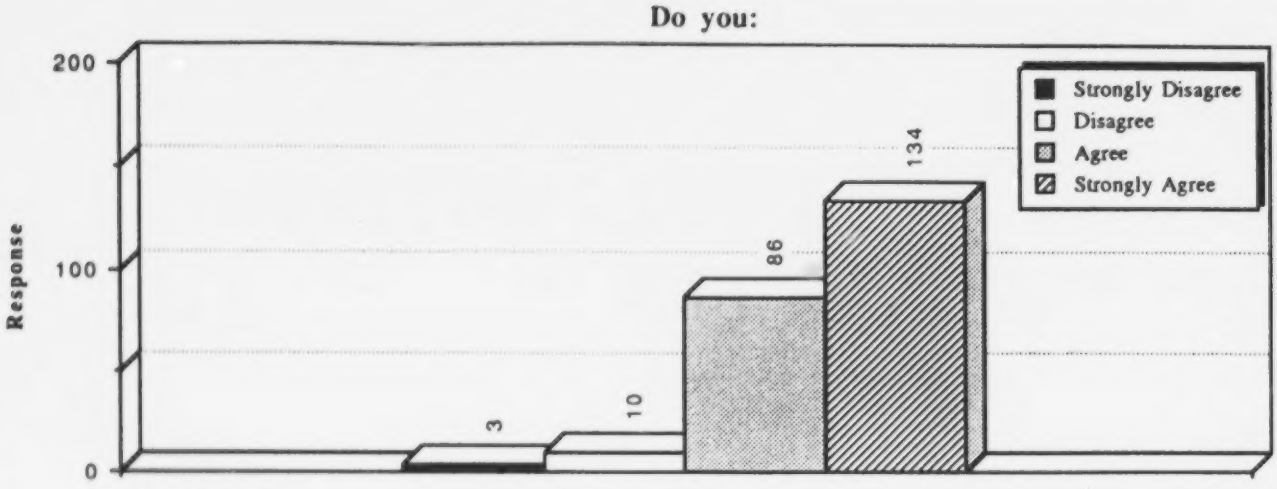


The Question

By July 1, 1993, each Tribal Council will submit to the BIA and OIEP a specific definition of the following terms:

A.) Native American Indian B.) American Indian Country values and culture

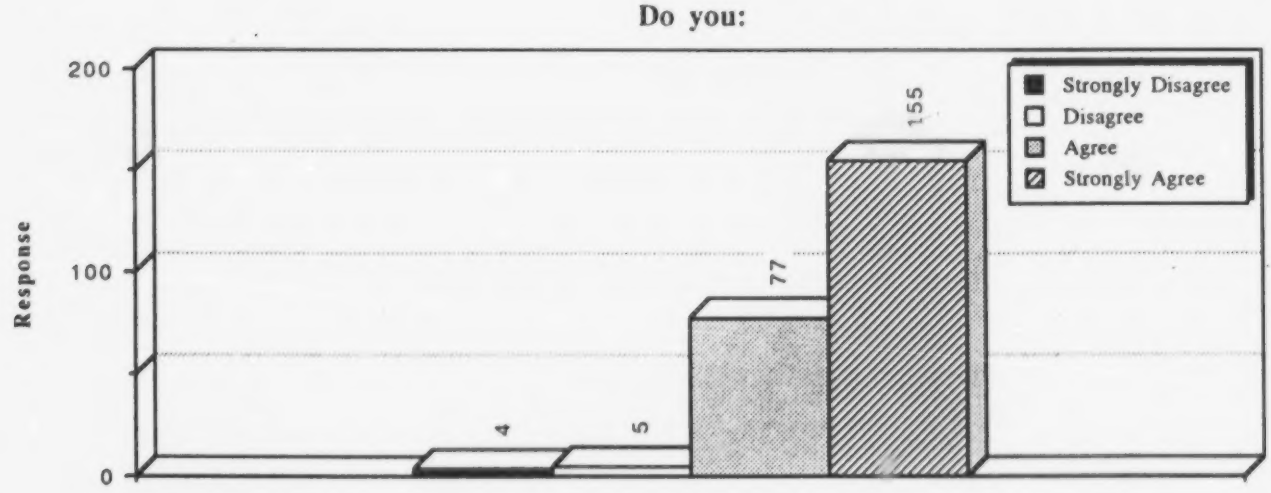
# Response	%	Description
15	7.6	Strongly disagree
20	10.2	Disagree
76	38.6	Agree
84	42.6	Strongly Agree



The Question

By June 1993, the school board will implement an in depth evaluation of the philosophy and mission of the school to provide student oriented focal point using specific information for the following stakeholders: Parents, Staff, Community, Tribal Council and Students

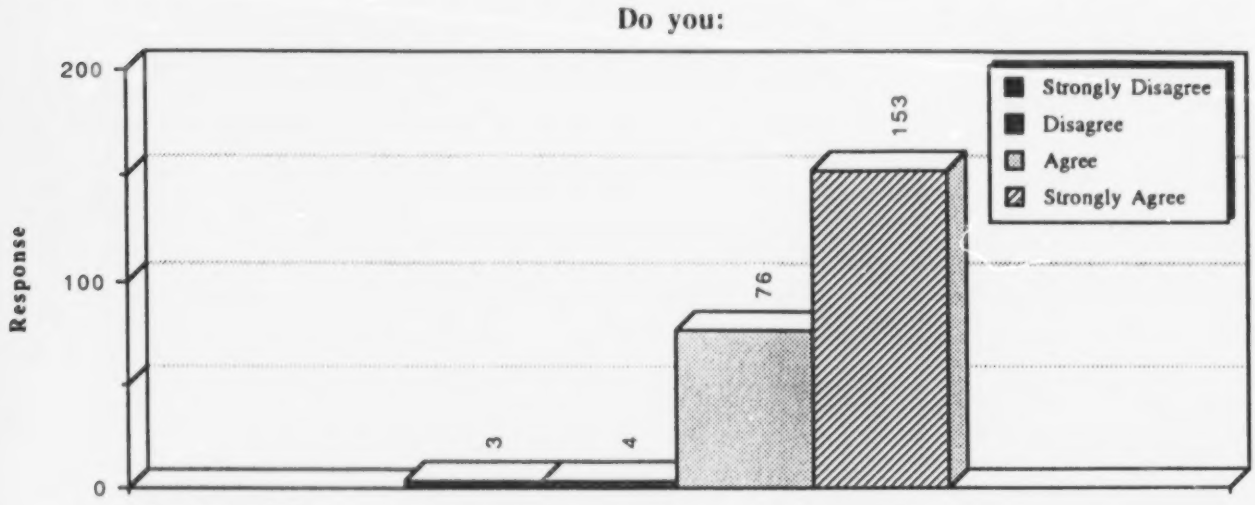
# Response	%	Description
3	1.3	Strongly disagree
10	4.2	Disagree
86	36.1	Agree
134	56.3	Strongly Agree



The Question

Beginning in Fall 1992, the local school board will initiate an action plan to develop training in self-esteem for all persons involved in the school system.

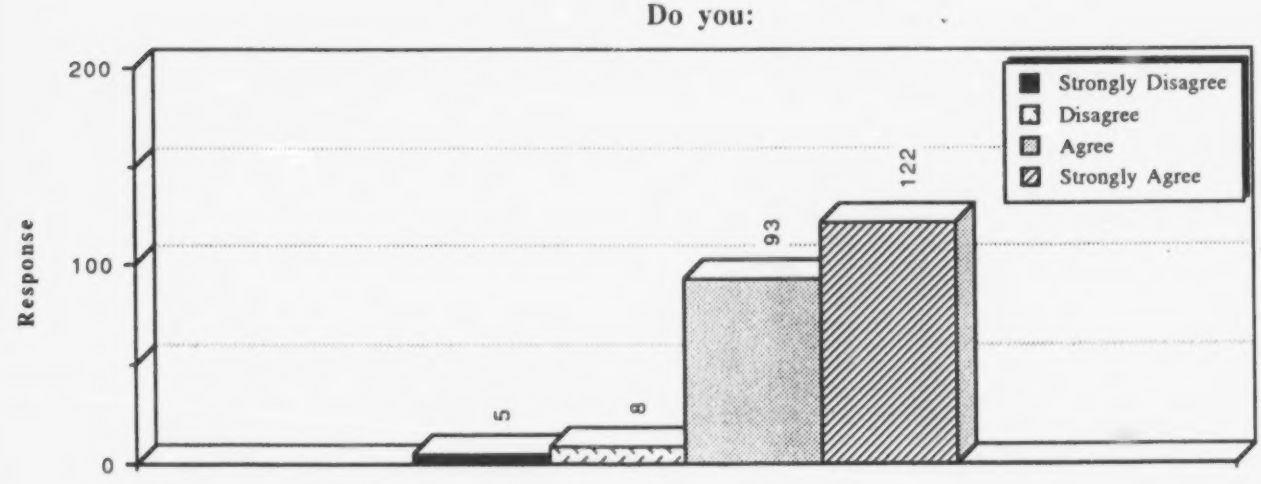
# Response	%	Description
4	1.7	Strongly disagree
5	2.1	Disagree
77	31.8	Agree
155	64	Strongly Agree



The Question

Beginning in Fall 1992, the local school board will initiate action to develop a tribal perspective of culture and history and development of self-esteem, which will be taught in the local educational system.

# Response	%	Description
3	1.3	Strongly disagree
4	1.7	Disagree
76	32.1	Agree
153	64.6	Strongly Agree

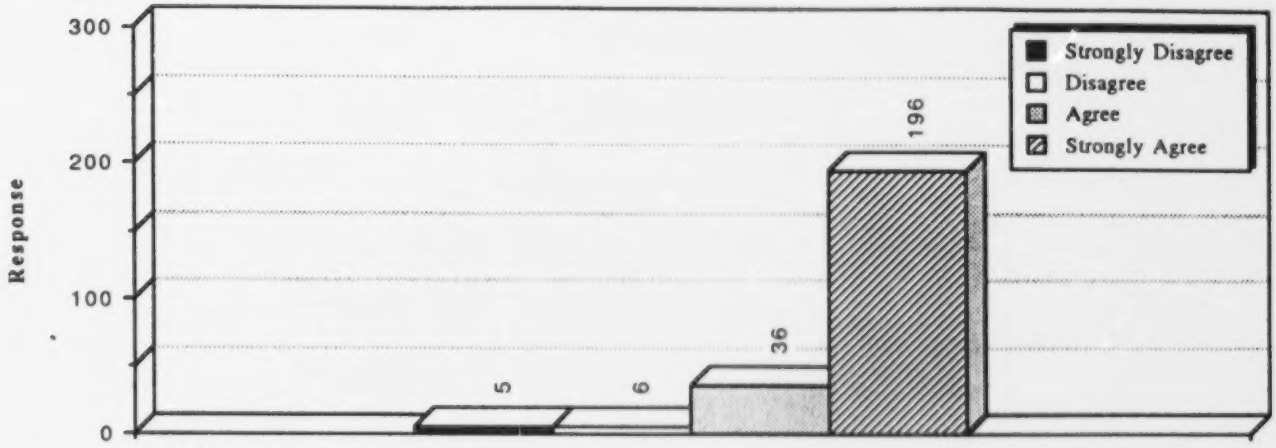


The Question

By June 1993, the school board will evaluate and determine what areas of communication individual schools need to improve upon.

# Response	%	Description
5	2.2	Strongly disagree
8	3.5	Disagree
93	40.6	Agree
122	53.3	Strongly Agree

Do you:

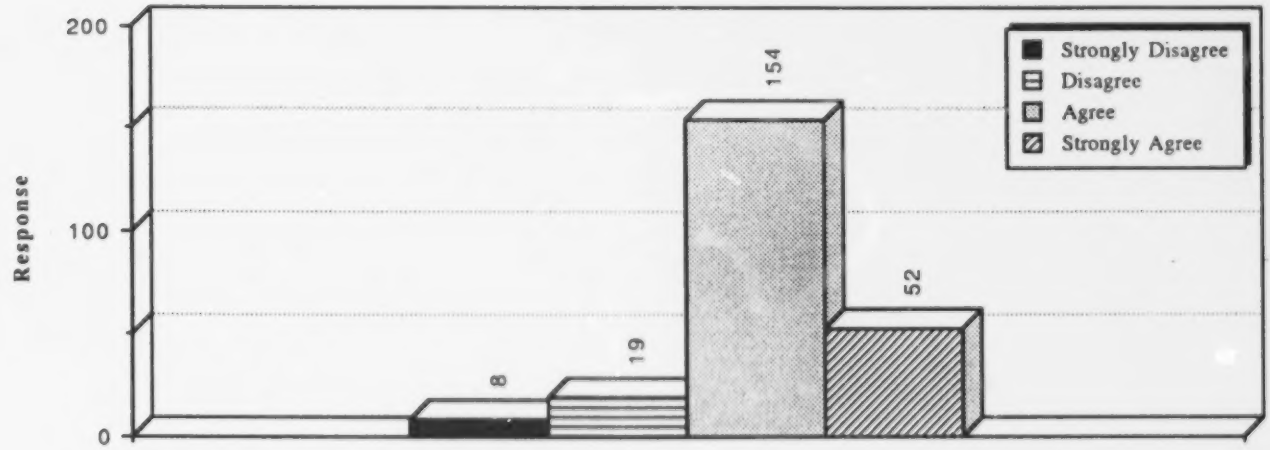


The Question

By the Fall of 1993, the school board will require cultural integration into all elements of the school so that the students will know their heritage, be proud of their people and be leaders of the future.

# Response	%	Description
5	2.0	Strongly disagree
6	2.4	Disagree
36	14.7	Agree
196	80.0	Strongly Agree

FY-93 holistic wellness plan

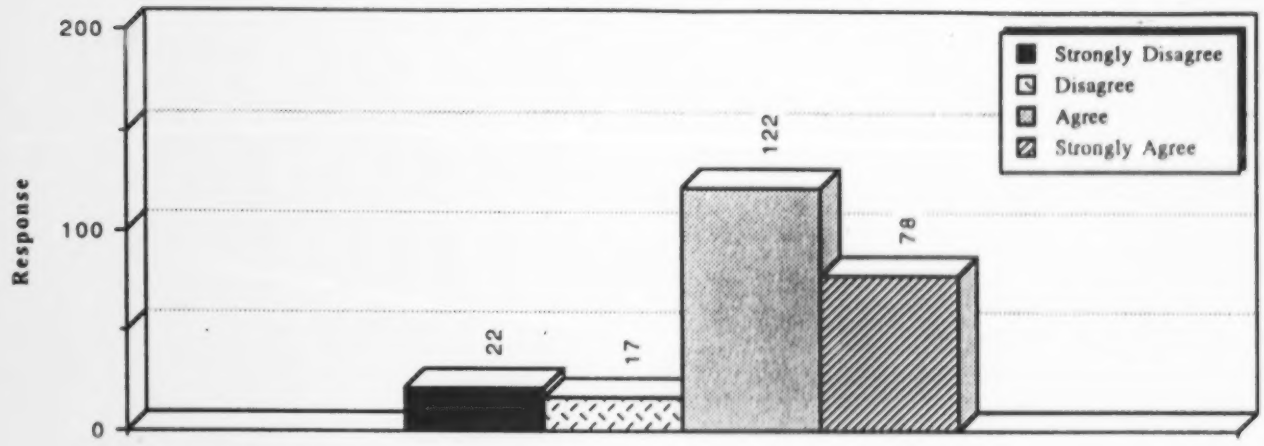


The Question

By FY 1993, each school board will establish a holistic wellness plan which addresses methods appropriate in creating a therapeutic learning, living and working environment within their school and community, and which effectively networks all supportive resources in their community toward meeting the outcomes listed in the holistic wellness plan.

# Response	%	Description
8	3.4	Strongly disagree
19	8.1	Disagree
154	65.8	Agree
52	22.2	Strongly Agree

FY-93 two day workshop

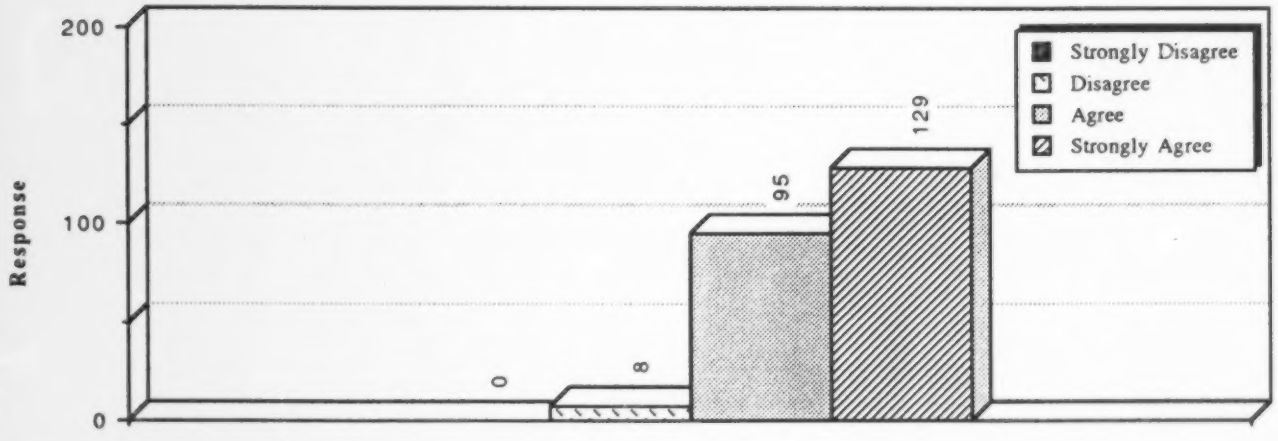


The Question

By FY 1993, each school board will provide a minimum of a 2-day workshop on school restructuring initiatives for staff, students, parents, Tribal leaders, school board members and other community members to increase school community resource knowledge and awareness of educational paradigms, and to enhance school community involvement in education planning.

# Response	%	Description
22	9.2	Strongly disagree
17	7.1	Disagree
122	50.8	Agree
78	32.5	Strongly Agree

Do you:



The Question

By the year 2000, each community with a Bureau funded school will implement and sustain an Early Childhood Program for all students comparable to public schools, complementing existing services with provisions for home-based infant/toddler outreach program.

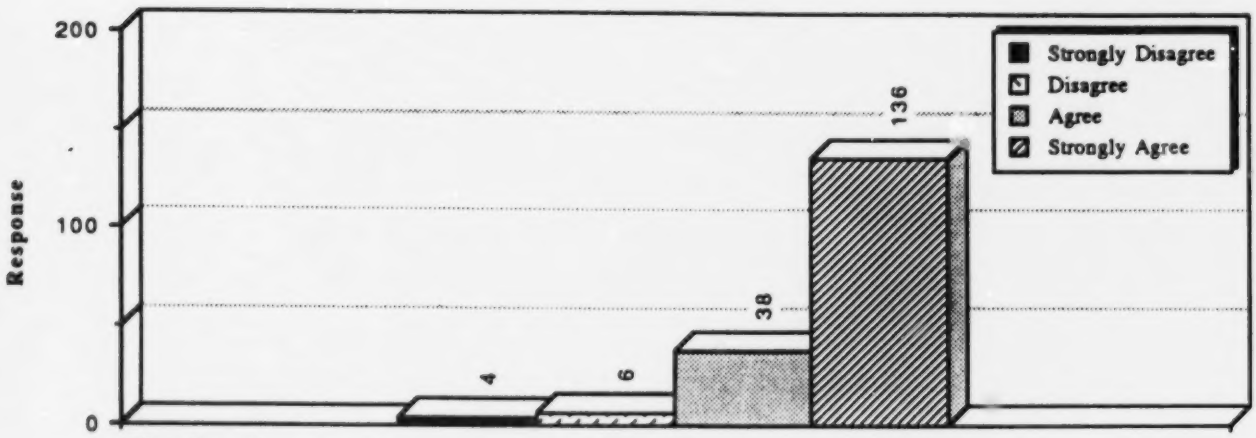
# Response	%	Description
0	0	Strongly disagree
8	3.4	Disagree
95	40.6	Agree
129	55.1	Strongly Agree

NATIONAL AGENDA
Items for Action

BEST COPY AVAILABLE

BEST COPY AVAILABL

Do you:

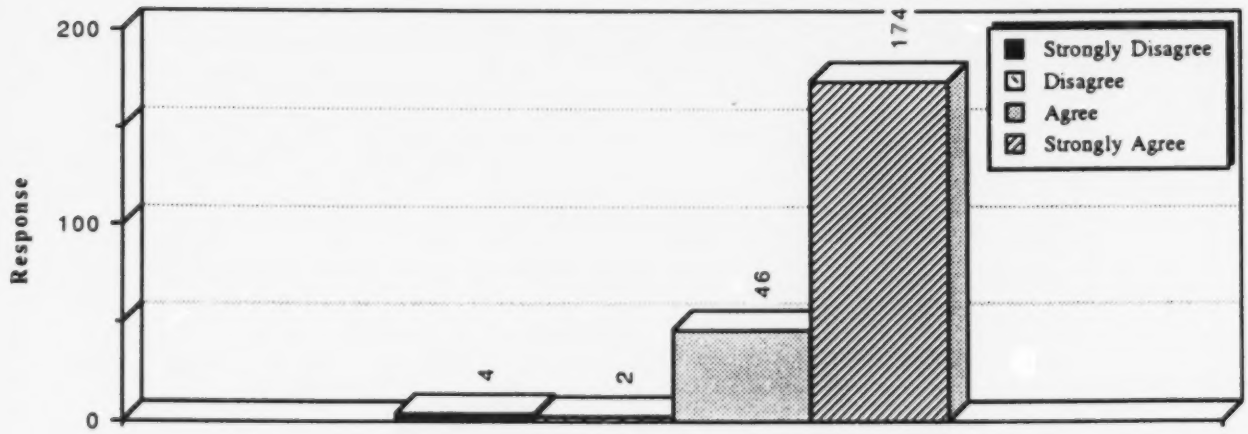


The Question

By Jan 1993, NISBA and other associations will present to congressional leaders an action plan to demand adequate funding and BIA/OIEP leadership. A.) NISBA conference in Washington, D.C. B.) Utilize lobbyist C.) Utilize media resources D.) Present statements of support from Tribal leaders

# Response	%	Description
4	2.2	Strongly disagree
6	3.2	Disagree
38	20.4	Agree
136	73.1	Strongly Agree

Do you:

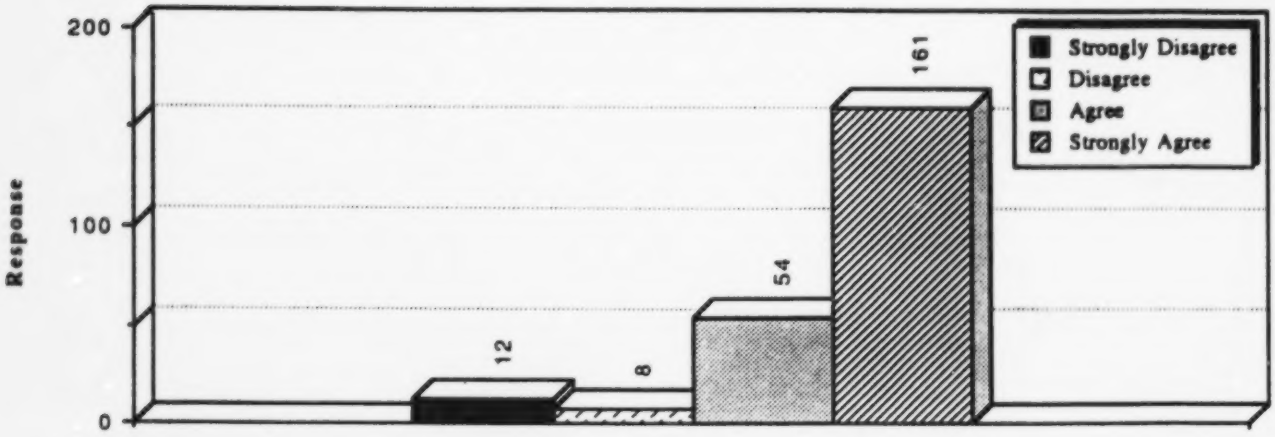


The Question

By May 1992, NISBA is requesting that OIEP will begin a national thrust toward developing tribal perspectives of culture, history and self-esteem which will be taught in the local educational systems, beginning with Head Start and continuing through adult education.

# Response	%	Description
4	1.8	Strongly disagree
2	.9	Disagree
46	20.3	Agree
174	76.7	Strongly Agree

Do you:

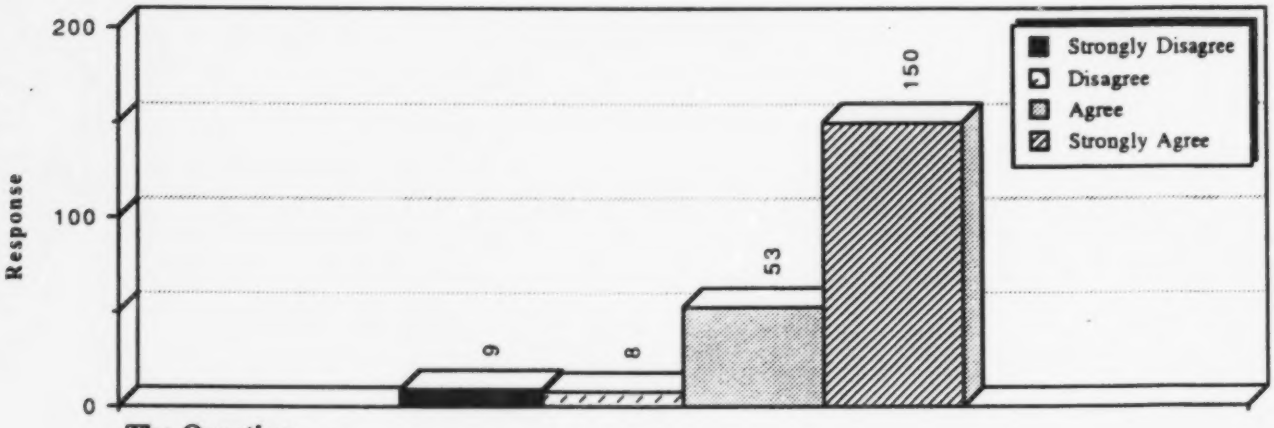


The Question

By the 1993 SY, NISBA will request Congress to reinstate the National Indian Teacher Certification Program to increase the number of Indian teachers. Their goal can be accomplished by writing and informing the National Indian organizations, Congressional representations and Tribal leaders.

# Response	%	Description
12	5.1	Strongly disagree
8	3.4	Disagree
54	22.9	Agree
161	68.2	Strongly Agree

Do you:

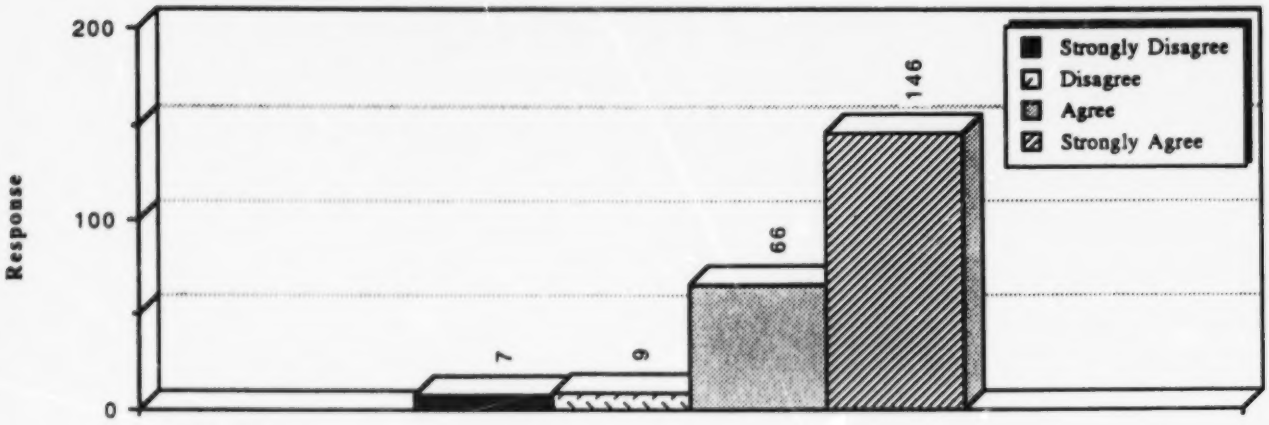


The Question

When legislation is proposed, the senate select committee will provide oversight to ensure parental involvement. This will help parents improve educational opportunities for their children. A.) Mandating cooperation between parent and school. B.) Recognizing parents are the most important influence C.) By active involvement, form a legal basis to increase parental involvement.

# Response	%	Description
9	4	Strongly disagree
8	3.6	Disagree
53	23.7	Agree
150	67	Strongly Agree

Do you:

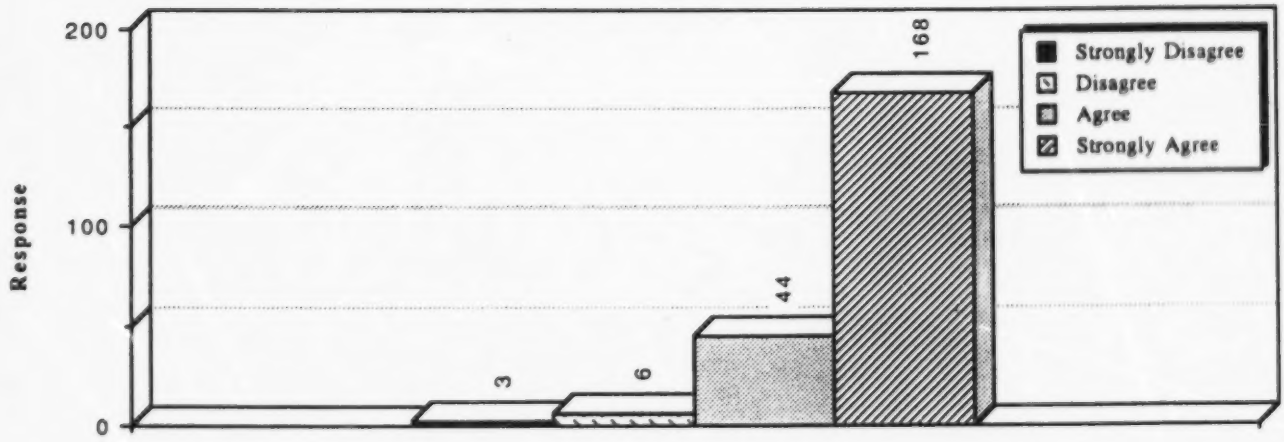


The Question

By the beginning of 1996 SY, the BIA, Dept. of Energy and others will develop a network-wide telecommunication system which will reach all 182 schools within the BIA system. The system will enhance student technological capabilities, records transfer between schools, rapid financial disp. to schools and dissemination of essential information.

# Response	%	Description
7	3.0	Strongly disagree
9	3.9	Disagree
66	28.6	Agree
146	63.2	Strongly Agree

Do you:

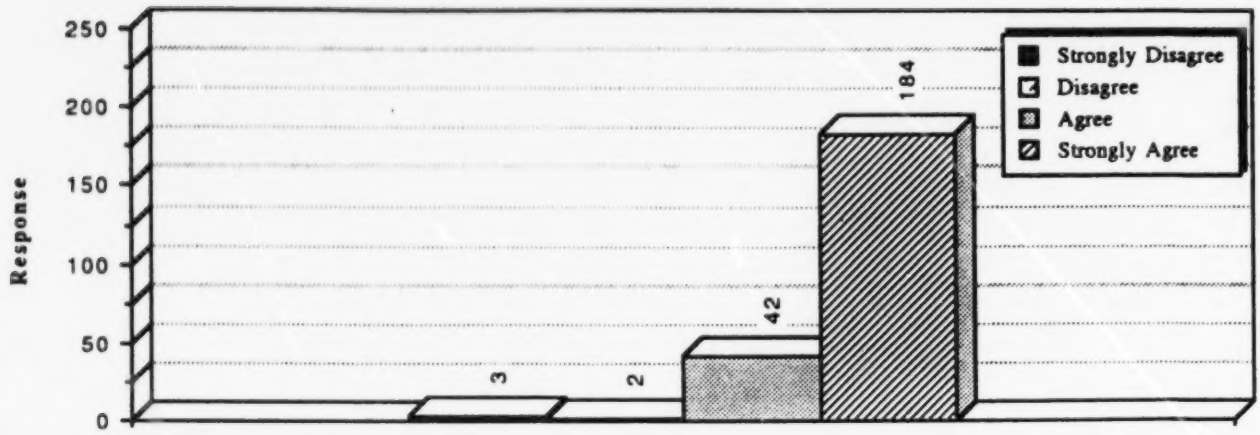


The Question

By July 1, 1993, the OIEP Director will develop and implement specific reporting procedures of available and expended contingency funding.

# Response	%	Description
3	1.4	Strongly disagree
6	2.7	Disagree
44	19.8	Agree
168	75.7	Strongly Agree

Do you:

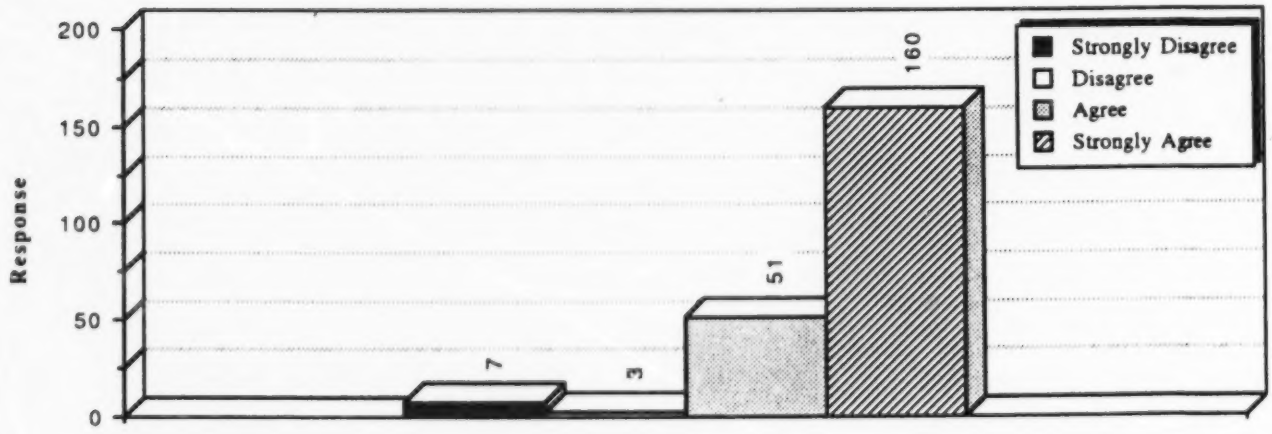


The Question

By July 1, 1993, the OIEP Director will request and receive approval of carry-forward funding authority for BIA operated schools and request forward funding for facilities O&M.

# Response	%	Description
3	1.3	Strongly disagree
2	.9	Disagree
42	18.1	Agree
184	79.3	Strongly Agree

Do you:

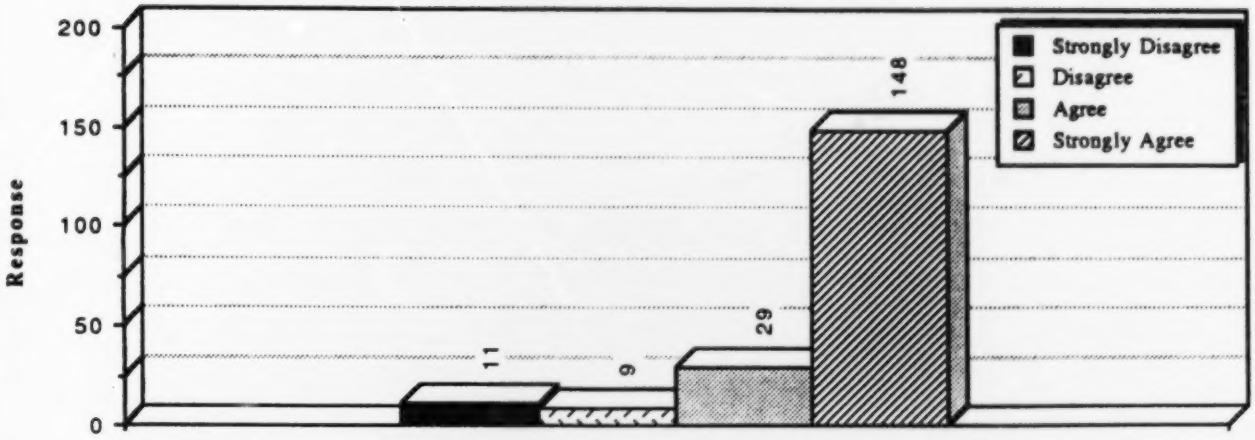


The Question

By July 1, 1993, the OIEP Director will approve and confirm BIA operated school board authority for administration of requested O&M services, programs and funding.

# Response	%	Description
7	3.0	Strongly disagree
3	1.3	Disagree
51	22.2	Agree
160	69.6	Strongly Agree

Do you:

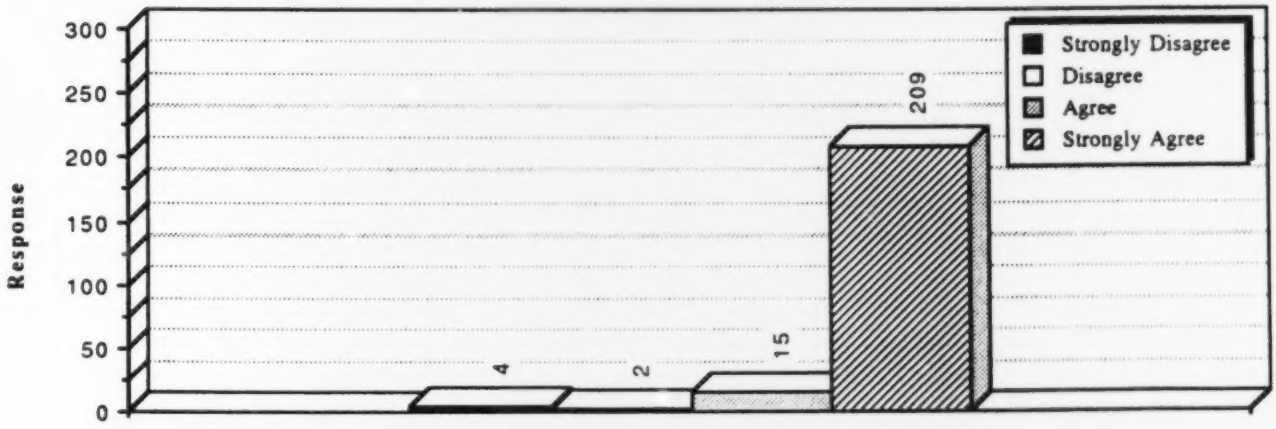


The Question

By the end of 1993, the National Congress of American Indians will appoint a sub-committee to investigate educational issues in all Indian schools and serve as a national network to recommend change to the US Congress so that all Indian children can compete on a level playing field.

# Response	%	Description
11	5.5	Strongly disagree
9	4.5	Disagree
29	14.4	Agree
148	73.6	Strongly Agree

Do you:

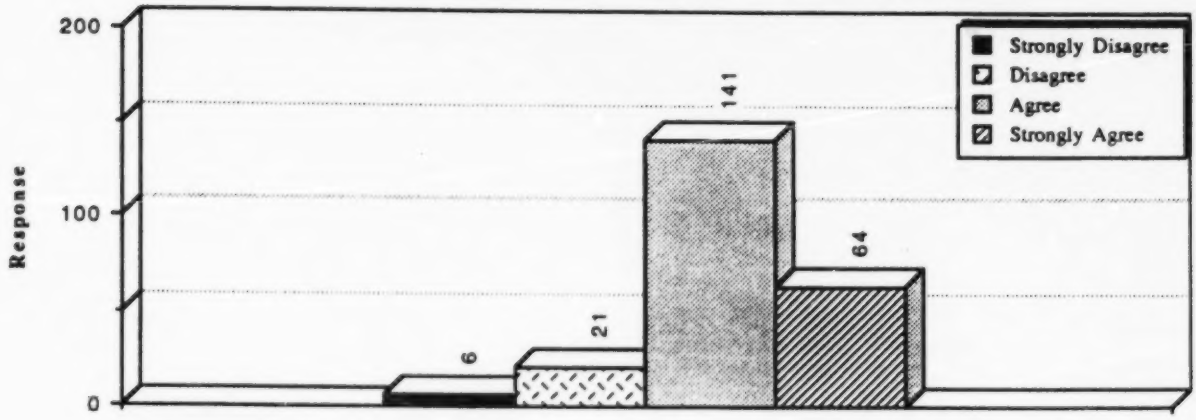


The Question

By March 30, 1993, OIEP will request to Mr. Edward Brown to transfer $12,000,000 from the BIA general programs to the BIA educational programs to cover all shortfalls in BIA schools so that all students can have quality schools.

# Response	%	Description
4	1.7	Strongly disagree
2	.9	Disagree
15	6.4	Agree
209	89.3	Strongly Agree

FY-93 Coordinated Monitoring and Evaluation activities

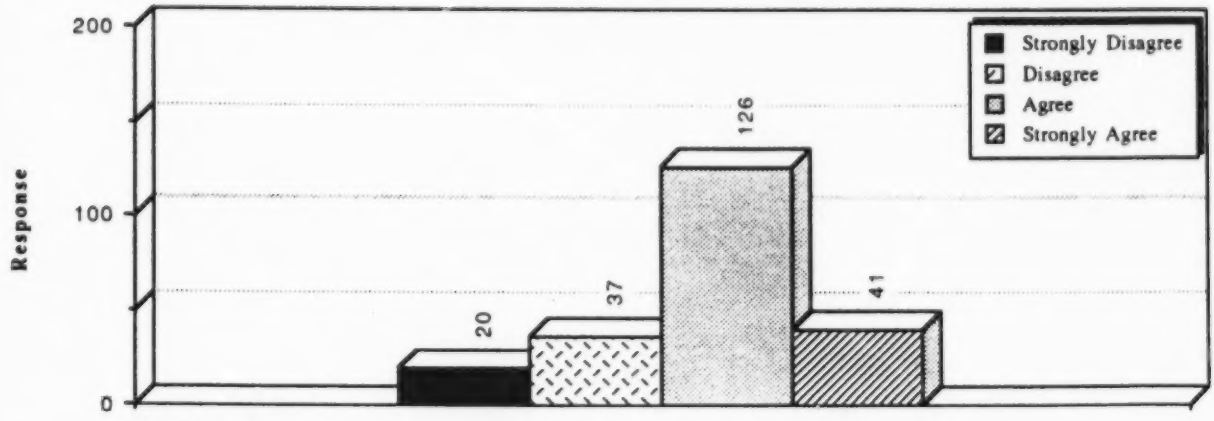


The Question

By FY-93, the BIA Office of Indian Education Programs will enhance the status and outcomes utilization of and funding for the Coordinated Monitoring and Evaluation activities of the Office of Planning, Oversight, and Evaluation to serve as one of the primary methods for determining restructuring, assessment, resource and funding needs of BIA-funded schools on a national basis.

# Response	%	Description
6	2.6	Strongly disagree
21	9	Disagree
141	60.3	Agree
64	27.4	Strongly Agree

FY-93 Experimental School Status

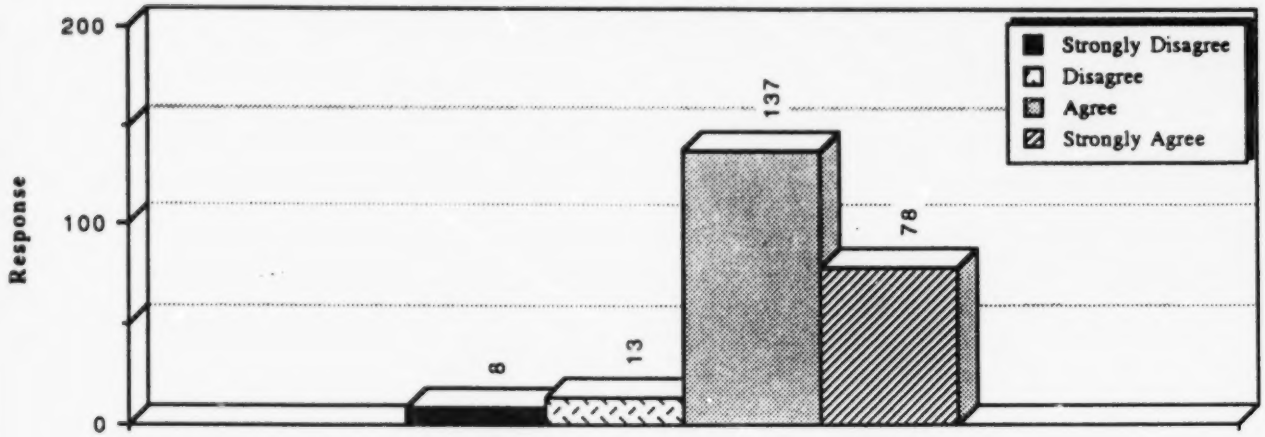


The Question

By FY-93, the Director of the Bureau of Indian Affairs OIEP will establish and authorize an Experimental School status provision within the BIA Academic Standards that will function as an overall waiver of standards at the request of a school board of a BIA-funded school that has developed restructuring initiatives designed to improve the overall effectiveness of the learning program and overall learning outcomes of the school.

# Response	%	Description
20	8.9	Strongly disagree
37	16.4	Disagree
126	56	Agree
41	18.2	Strongly Agree

FY-93 Include School Board Member from BIA-Funded School

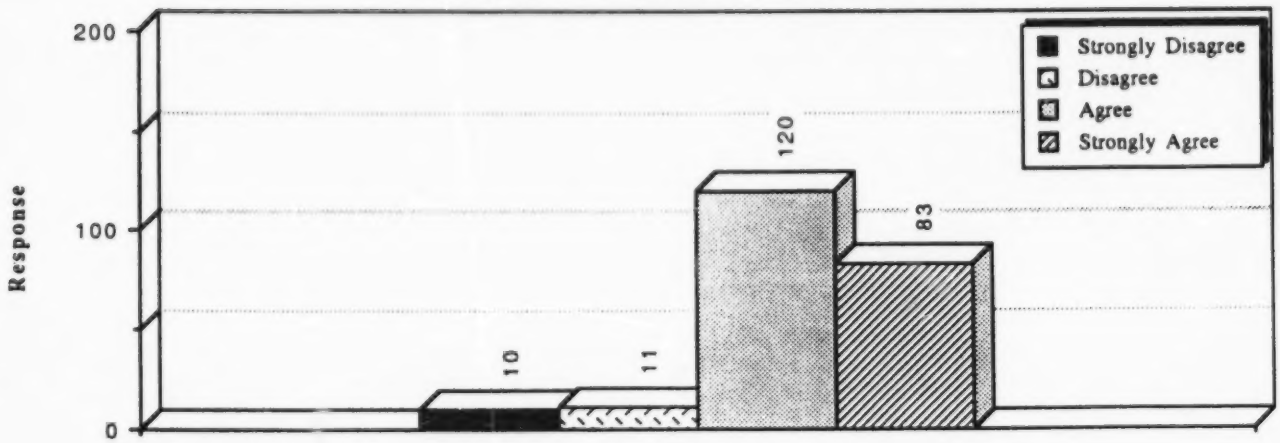


The Question

By FY-93, the BIA OIEP Office of Planning, Oversight, and Evaluation will expand the composition of the Coordinated Monitoring and Evaluation teams to include a school board member from a BIA-funded school to expand school board training opportunities, and to strengthen the overall monitoring and evaluation resources.

# Response	%	Description
8	3.4	Strongly disagree
13	5.5	Disagree
137	57.8	Agree
78	32.9	Strongly Agree

Training and Certificate Program by 2000

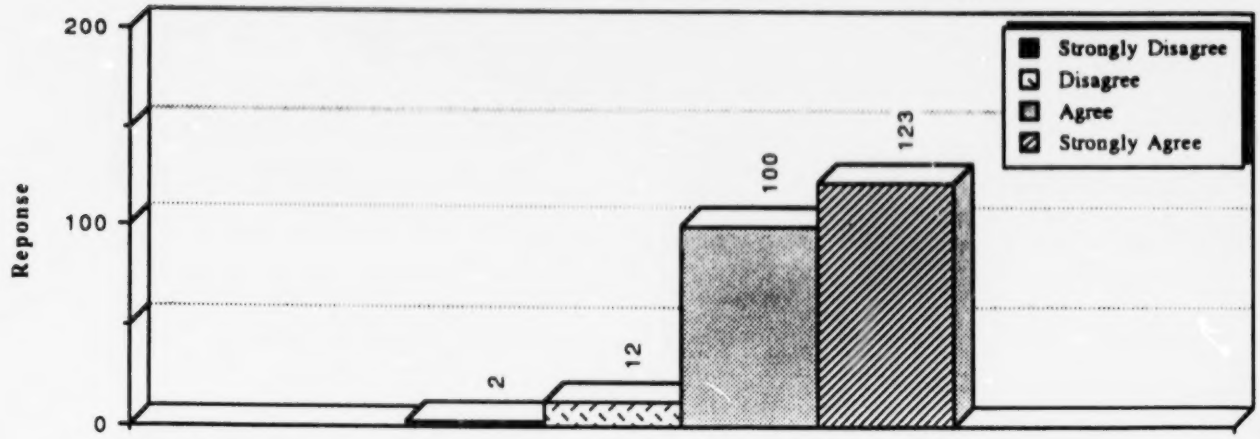


The Question

By the year 2000, OIEP will have established a training and certification program for all educational personnel so that all children will have role models who are positive lifelong learners.

# Response	%	Description
10	4.4	Strongly disagree
11	4.9	Disagree
120	53.3	Agree
83	36.9	Strongly Agree

OIEP Funded for School Improvement Program

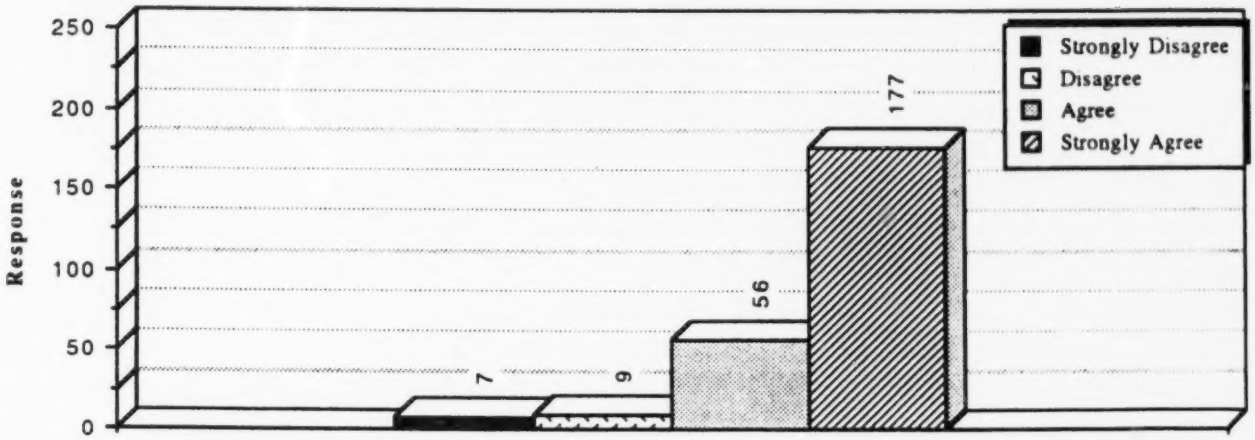


The Question

By FY-94 OIEP will provide resources for every OIEP funded school to participate in the Effective Schools School Development Program.

# Response	%	Description
2	.8	Strongly disagree
12	5	Disagree
100	41.5	Agree
123	51	Strongly Agree

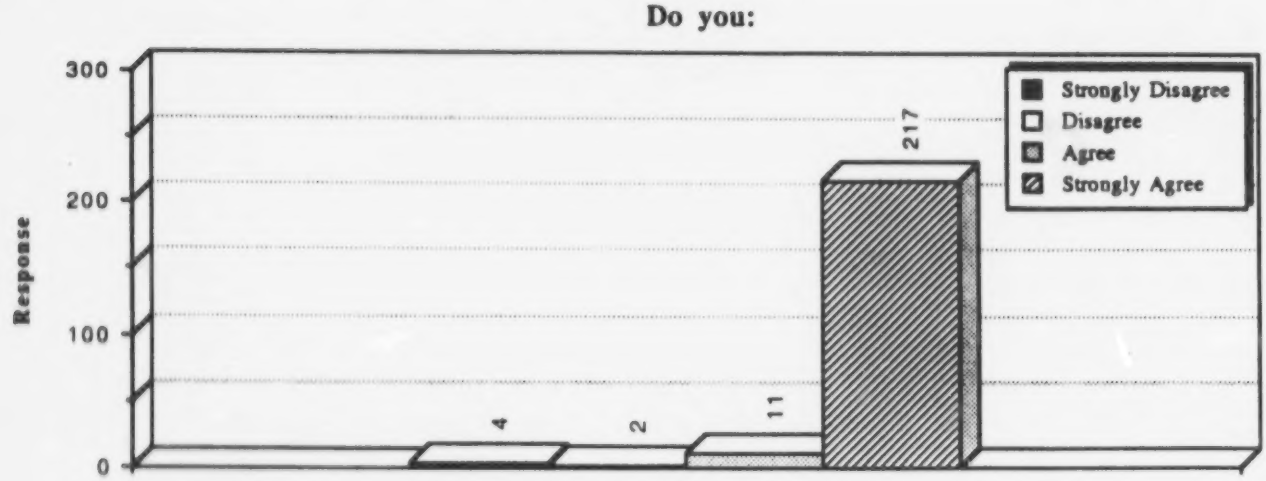
Do you:



The Question

By the year 2000, OIEP will establish within the ISEP formula a weighted factor for bilingual bicultural programs with the purpose of enabling tribes to keep their culture intact and retain their language. Instructors will be from local community with the status and salary of professional educators.

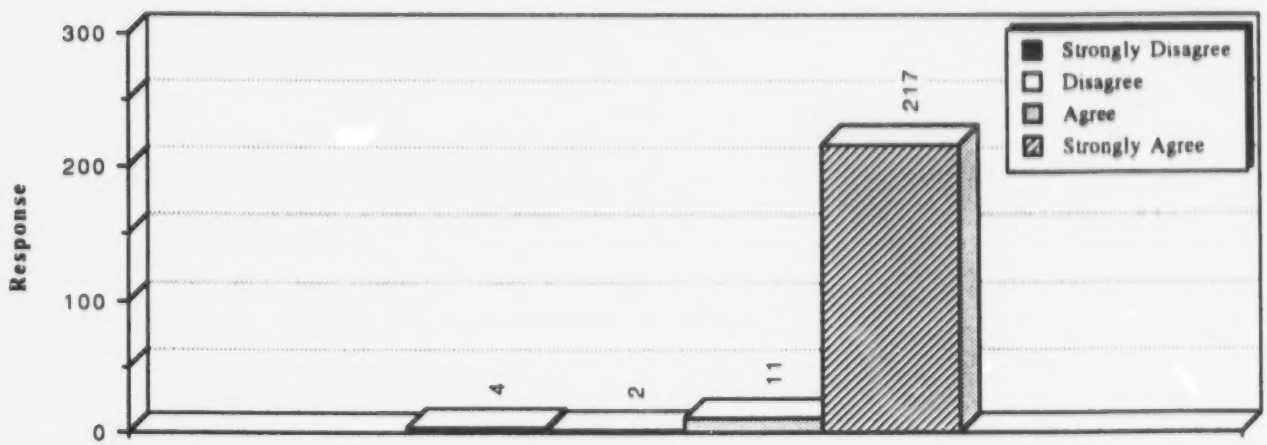
# Response	%	Description
7	2.8	Strongly disagree
9	3.6	Disagree
56	22.1	Agree
177	70	Strongly Agree



The Question

By the end of April 1992, OIEP will request increased funding in the educational budget for the following: A.) ISEP increase to $5,000/student B.) Monies for at least ten new schools yearly and monies to renovate at least twenty schools per year C.) Double transportation budget

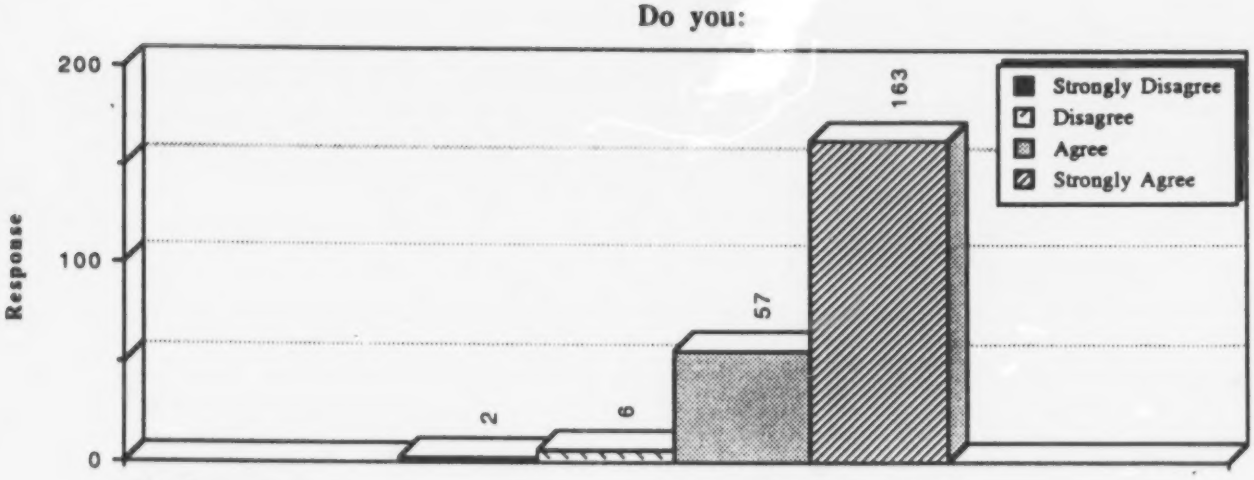
# Response	%	Description
4	1.7	Strongly disagree
2	.8	Disagree
11	4.6	Agree
217	91.6	Strongly Agree



The Question

By the end of 1993, OIEP will request additional monies from Congress to oversee the implementation of drug/alcohol programs in all schools that have Indian students.

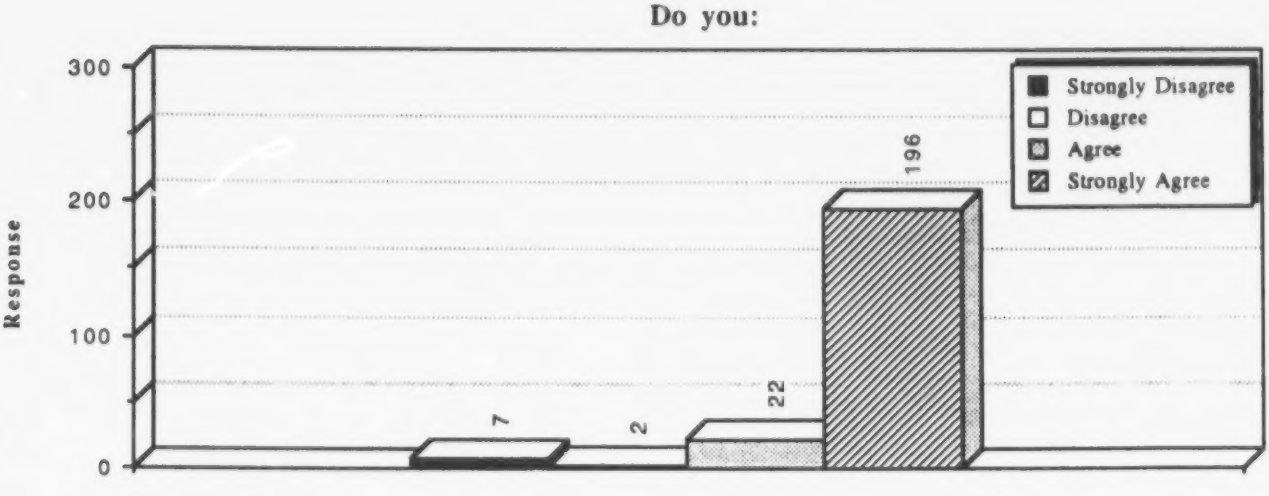
# Response	%	Description
4	1.7	Strongly disagree
2	.8	Disagree
11	4.6	Agree
217	91.6	Strongly Agree



The Question

By July 1, 1992, Congress and OIEP will establish a cyclical process to review and amend existing education policies and laws to make them more applicable to local needs, based on applicable research and studies and recommendations.

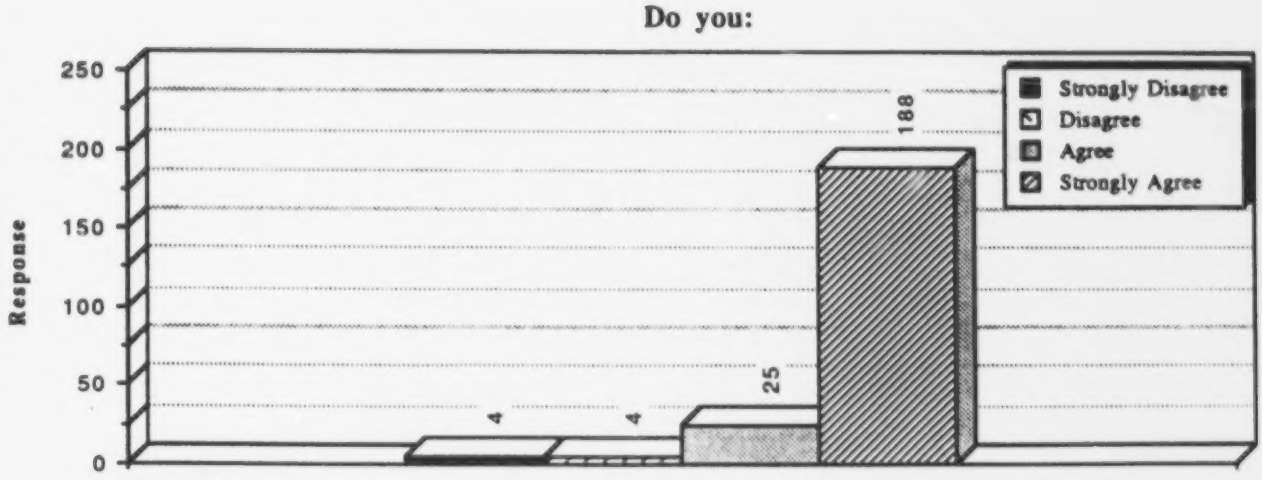
# Response	%	Description
2	.9	Strongly disagree
6	2.6	Disagree
57	24.6	Agree
163	70.3	Strongly Agree



The Question

Beginning immediately and because of millions of dollars and past backlog and past inadequate fund allocation, equitably finance levels of funding for new construction.

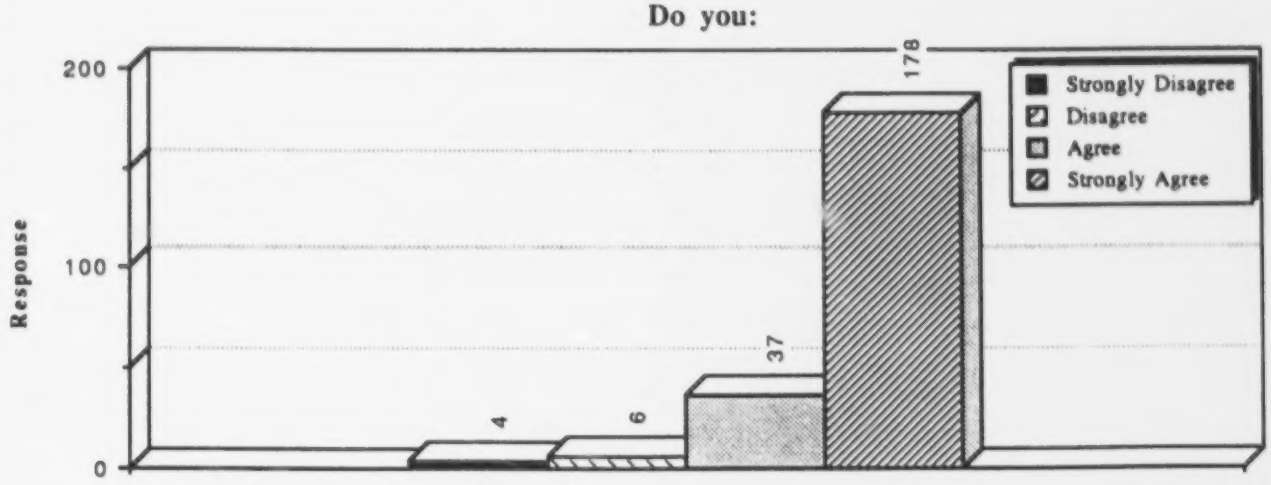
# Response	%	Description
7	3.1	Strongly disagree
2	.9	Disagree
22	9.6	Agree
196	85.6	Strongly Agree



The Question

By July 1, 1992, the BIA-OIEP will transfer facilities management to the Education Agencies and Schools to improve facilities operations at the school level.

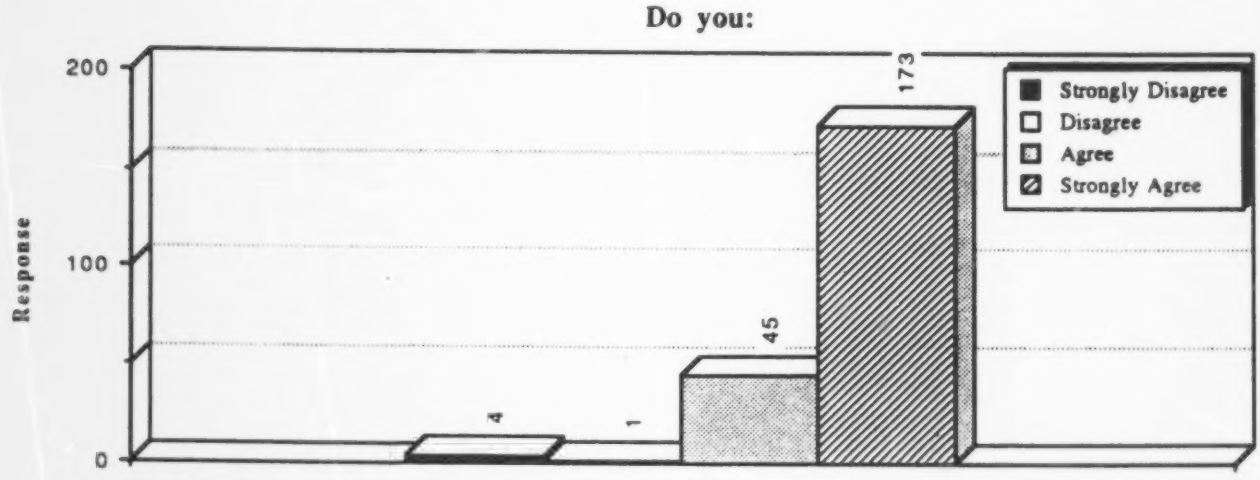
# Response	%	Description
4	1.8	Strongly disagree
4	1.8	Disagree
25	11.1	Agree
188	83.6	Strongly Agree



The Question

By July 1, 1993, the BIA, OIEP will establish educational standards and requirements (certificates etc.) for all educational line officers.

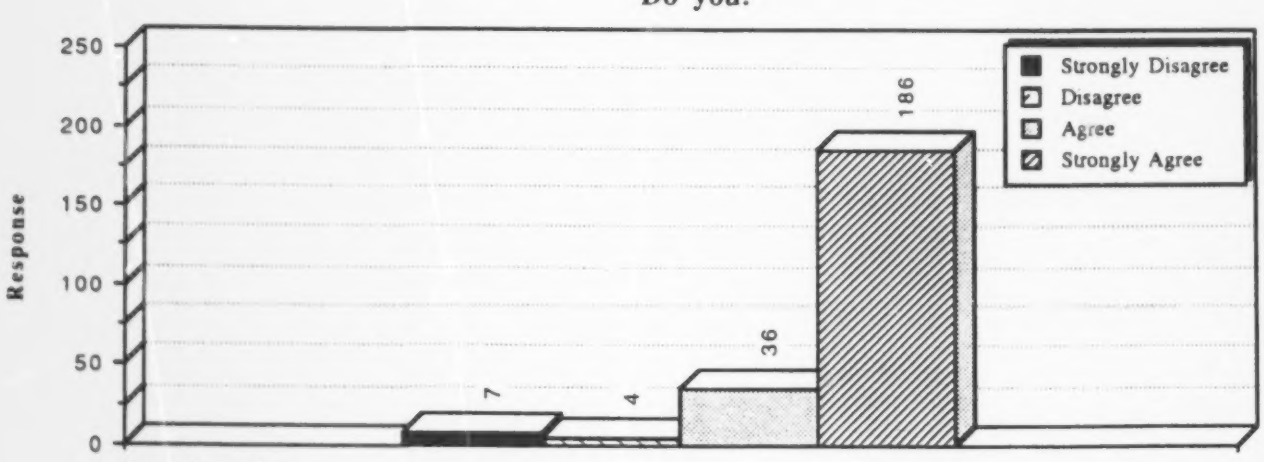
# Response	%	Description
4	1.7	Strongly disagree
6	2.6	Disagree
37	16.1	Agree
178	77.4	Strongly Agree



The Question

In 1993, the Federal Government and related Indian education offices will recognize and expect regular input and initiatives regarding educational issues from local school boards and Tribal governments.

# Response	%	Description
4	1.8	Strongly disagree
1	.4	Disagree
45	19.9	Agree
173	76.5	Strongly Agree



The Question

By July 1, 1992, BIA-OEIP will provide direct and equitable local level funding for staff development, curriculum updates, and materials for historically accurate portrayal of Indian history for all schools.

# Response	%	Description
7	3	Strongly disagree
4	1.7	Disagree
36	15.3	Agree
186	78.8	Strongly Agree

CONCLUSIONS AND RECOMMENDATIONS

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Conclusions and Recommendations

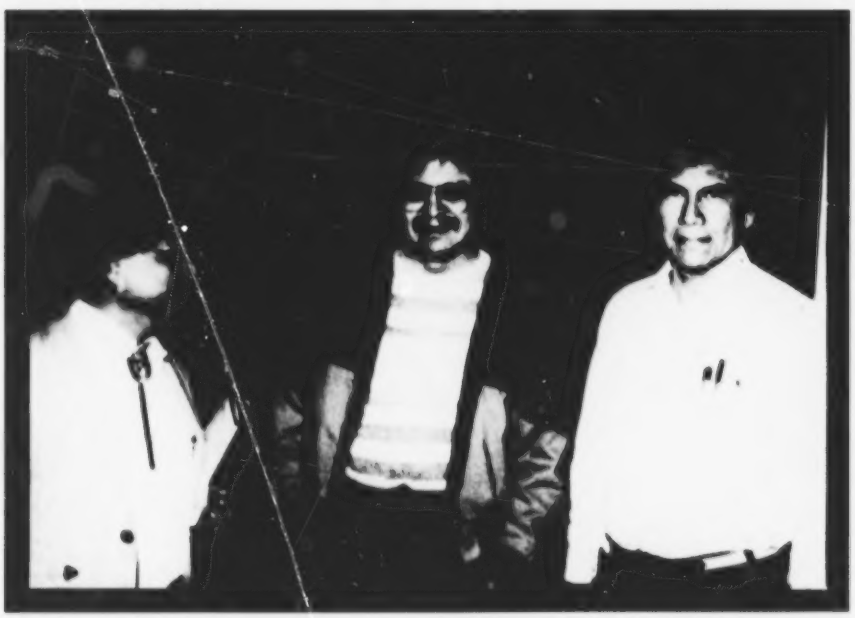
Conference participants agreed that the format of the 1992 conference was beneficial and that the quality of the presenters was excellent or above average.

The results of the Central Office Survey indicate that this segment of OIEP's constituency (conference participants) sees a need for OIEP to improve its communication and interaction with its "customer".

The Local and National Agenda Items for Action contain many excellent ideas and recommendations. Many of these recommendations include timeframes. It is recommended that:

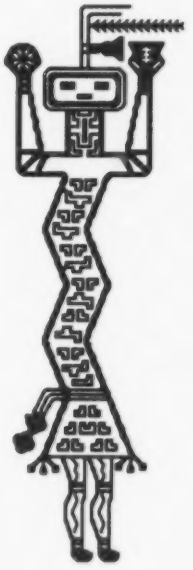
- Each School Board and Administrator carefully review these items in conjunction with the video tape, "Setting the Agenda for American Indian Education".
- Share this information with other stakeholders (tribal leadership, parents and parent organizations, staff, students and others)
- Establish your own local plan to follow-up and implement the local agenda items
- OIEP, the National Organizations and others review and make plans to follow-up and implement the national agenda items
- Repeat the conference format and use it as an opportunity to assess what has been accomplished both locally and nationally.

Many ideas, dreams and visions were shared during the 1992 National Training Institute and Spring Issues Conference. Let's each do our part to keep those alive. The BIA-funded system of schools has the potential to be a model system. It will take all of us, working individually as well as collectively, and in cooperation with one another to make that a reality.



During the 1992 Conference, NISBA recognized a number of individuals for their commitment to Indian education:

Linda Rudolph	Administrator of the Year Chief Leschi School Puyallup Nation, Washington
Dale McCrea	Teacher of the Year Cheyenne-Eagle Butte School South Dakota
Stacy Tiger	Parent of the Year Cheyenne River South Dakota
Bobbi Jo Rousseau	Student of the Year (Awarded Posthumously) Cheyenne-Eagle Butte School South Dakota
Lou Ann Johnson	School Board Member of the Year Laguna Elementary School Laguna Pueblo, New Mexico
Taos Board of Education	School Board of the Year Patrick Romero, Chairman Taos Day School Taos Pueblo, New Mexico
Bertha Muskett	Homeliving Specialist of the Year Chuska School Navajo Nation, New Mexico



OIEP also gave two awards:

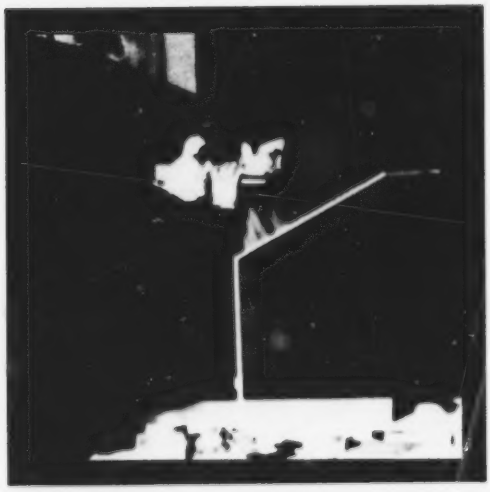
Laura Hughes	Excellence in Teaching Cherokee High School Cherokee, North Carolina
Bill Hastings	Outstanding Principal Theodore Roosevelt Boarding School Fort Apache, Arizona

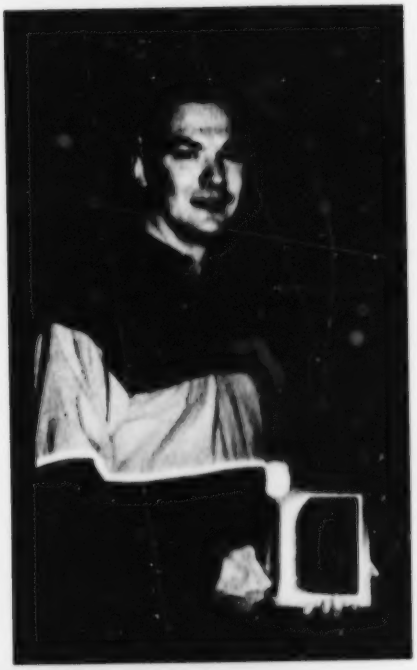
Special recognition was also given to **LeRoy Shingoltewa**, Administrator at Hotevilla Bacavi Community School, on the Hopi Reservation in Arizona. LeRoy was the recipient of one of President Bush's "Point of Light" awards during the White House Conference on Indian Education in January; and NISBA also wanted to recognize him for this great honor.

Congratulations to all of these individuals!

OIEP AWARDS

NISBA AWARDS...





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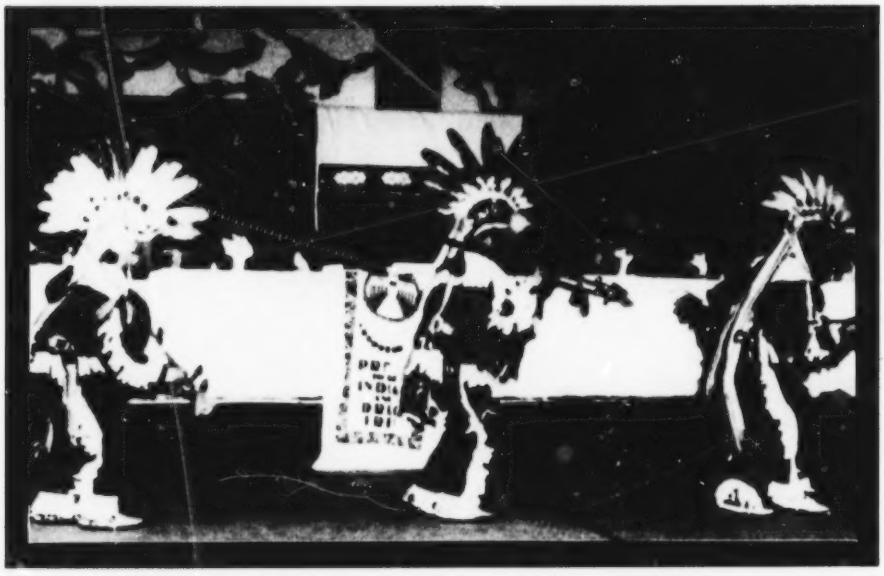
EFFECTIVE SCHOOLS 1992 - 1993

JEMEZ DAY SCHOOL



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NISBA BOARD MEMBERS

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ALBUQUERQUE, NM 87110
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FAX (505) 265-4916
BIA/OIEP Grant No. CBK00130492